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Thesis
A STUDY OF HIGH SCHOOL PUPILS' EVALUATIONS OF
LITERARY TYPES

Submitted by
Joan Sheldon
(A.B. Regis College, 1947)

In partial fulfillment of the requirements for
the degree Master of Education

1948

School of Education
Gift of J. Sheldon
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CHAPTER IV
THE FUTURE

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- (1) The first step is to determine the scope of the problem.
- (2) The second step is to determine the nature of the problem.
- (3) The third step is to determine the causes of the problem.
- (4) The fourth step is to determine the effects of the problem.
- (5) The fifth step is to determine the methods of solution.
- (6) The sixth step is to determine the results of the solution.
- (7) The seventh step is to determine the value of the solution.
- (8) The eighth step is to determine the time of the solution.
- (9) The ninth step is to determine the place of the solution.
- (10) The tenth step is to determine the person of the solution.
- (11) The eleventh step is to determine the thing of the solution.
- (12) The twelfth step is to determine the way of the solution.
- (13) The thirteenth step is to determine the means of the solution.
- (14) The fourteenth step is to determine the end of the solution.
- (15) The fifteenth step is to determine the purpose of the solution.
- (16) The sixteenth step is to determine the result of the solution.
- (17) The seventeenth step is to determine the value of the solution.
- (18) The eighteenth step is to determine the time of the solution.
- (19) The nineteenth step is to determine the place of the solution.
- (20) The twentieth step is to determine the person of the solution.

CHAPTER I

THE PROBLEM

The Problem

The problem of this study was to find what type of reading children prefer doing to get information.

Importance of Study

Since a large part of school work is devoted to reading, it is important that pupils have access to useful and interesting books. A survey of reading studies showed that certain types of literature are studied at specific grade levels. This information gave rise to the question as to whether such reading materials were used because children liked them or because adults thought children liked them.

Ekhert suggests that "If we wish to determine what kind of literature children enjoy, we must find out from the children themselves. No amount of adult reasoning will reveal as much about children's interests as the¹ child can reveal."

Uhl maintains that the mastery of the mechanics of reading results from the use of interesting materials.

1. Ekhert, Mollie H., "Children's Choices of Poems," Elementary English Review, 5:182, 192 June, 1928, p. 182

1. General

2. Object

3. Scope

The purpose of this document is to provide information on the

subject of the document to the interested parties.

4. Definitions

5. References

6. Appendix

7. Conclusion

8. Acknowledgements

9. Bibliography

10. Index

11. Glossary

12. Appendix

13. Conclusion

14. Acknowledgements

15. Bibliography

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18. Appendix

19. Conclusion

20. Acknowledgements

Pleasurable activity in reading results only when the material read is interesting to the reader.¹ Reading, the fundamental of the tool subjects, conditions the performance of all other phases of school work.² Children's interest in reading is, therefore, of vital concern to every teacher and parent.

Purpose of Study

This thesis was planned to find those specific types of literature children prefer to use when searching for information and to provide teachers with information which will help them choose their teaching aids.

-
1. Uhl, Willis L., Scientific Determination of the Content of the Elementary School Course in Reading, University of Wisconsin Studies in the Social Studies and History, No. 4, Madison, Wisconsin, University of Wisconsin, 1921, p. 150
 2. Good, Carter V., The Supplementary Reading Assignment, Baltimore, Warick and York, 1927, p. 189

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CHAPTER II

METHOD OF INVESTIGATION

Procedure for Building Questionnaire

All teachers desire to find and develop children's reading interests for purposes of study and entertainment. Information about these interests must come from the children themselves in order to be valid. Questionnaires and classroom blanks often can supply the teacher with the answers to her questions regarding reading needs and interests.

In today's schools books are the teachers' greatest aids. Books carry information to the pupil through the medium of words. The form of words can be as important to the pupil as the message they carry.

The nine general forms of literature are known as the biography, the short story, the novel, the play, the history, the essay, the outline, the poem, and the speech. These nine particular forms of literature were chosen for high school children's evaluation in the questionnaire for this study for three reasons. First, these nine forms are the ones most frequently mentioned in the courses of study prescribed for high schools in this area. Second, each one of these nine forms has specific characteristics and can be easily distinguished from the other eight. Third, these particular forms are the most popular and familiar

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types of reading material.

The questionnaire presents four similar situations which motivate the pupil to select one form of literature which he prefers above all the rest. The four situations are built on the supposition that children desire to know more about the authors Felix Salten, Marjorie Kinnan Rawlings, Mark Twain and Robert Louis Stevenson. Four situations were used to present a suitable number of choices to validate the questionnaire if possible, and to give the pupils ample opportunity to express their tastes.

Before building a questionnaire of this type, it is necessary to find comparable topics which are interesting to children. For this reason, books which are well known and have enjoyed great popularity with children were used.

The motivating situations are concerned with the following books and authors:

1. Bambi by Felix Salten
2. The Yearling by Marjorie Kinnan Rawlings
3. The Adventures of Tom Sawyer by Mark Twain
4. Treasure Island by Robert Louis Stevenson

The above books were chosen from Blair's list of "One Hundred Books Most Enjoyed by Retarded Reader in Senior High School"¹ in order to insure knowledge of the

1. Blair, Glenn M., Diagnostic and Remedial Teaching in Secondary Schools, Macmillan Company, New York, 1947, p. 181

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books on the part of the pupils.

Because Lyons¹ found that children like to read about the same subjects, but at different age levels, Blair's² list of theme preferences was consulted. His study reveals that junior high school boys prefer books which deal with the following:

1. animals
2. adventure
3. prankish boys and girls
4. foreign countries
5. war and fighting
6. real American boy

Junior high school girls prefer books which deal with the following:

1. mystery
2. home life and family relationships
3. everyday life

This information was incorporated in the questionnaire in the following manner:

Home life, Animals- Bambi, The Yearling

Mystery, Adventure- Treasure Island, Tom Sawyer

Everyday life, Boys and Girls- Tom Sawyer, The Yearling

1. Lyons, Catherine, "Evaluation of Relative Appeal of Reading Assignments," Unpublished Master's Thesis, School of Education, Boston University, 1943, p. 11

2. Blair, Glenn M., Op Cit., p. 181

These four stories have been recently dramatized on the screen and radio. The stories and characters are, presumably, at least known slightly. Because of interest and accessibility, these particular books and authors were chosen for purposes of motivation.

Validity of Questionnaire

Definition of Terms

Validity and reliability are two indispensable qualities of any satisfactory measuring instrument. By validity is meant the degree to which the instrument measures what it claims to measure. By reliability is meant the degree of efficiency which the instrument measures what it actually measures. The questionnaire used in this study does not have statistical validity or reliability.

Distribution

The questionnaire was given to three hundred high school pupils of Watertown High School, Watertown, Massachusetts. One hundred questionnaires were given in the tenth, eleventh and twelfth grades and were distributed equally between boys and girls.

2. Mark Twain, the author of The Adventures of Tom Sawyer, led a most adventurous life. Your interest in the creator of the mischievous Tom starts you reading. Indicate your preferences regarding the following selections. (Mark each item according to directions.)

- | | |
|---|----------|
| _____ 1. An outline of the events of Mark Twain's life. | L. I. D. |
| _____ 2. A poem about Mark Twain's boyhood. | L. I. D. |
| _____ 3. A novel about his family life. | L. I. D. |
| _____ 4. A play about his friends and family. | L. I. D. |
| _____ 5. An essay on the famous characters, Tom Sawyer and
Huckleberry Finn. | L. I. D. |
| _____ 6. A short story concerning Mark Twain's adventures. | L. I. D. |
| _____ 7. A speech on Twain's works made by one of his closest friends. | L. I. D. |
| _____ 8. A biography entitled <u>The Life of Mark Twain</u> . | L. I. D. |
| _____ 9. A history of the events of Mark Twain's career. | L. I. D. |

3. Probably one of the best movies you have seen within the last few months is "The Yearling". This story was adapted from a novel by Marjorie Kinnan Rawlings. In order to know more about this interesting woman, you decide to read one of the following selections. (Mark each item according to directions.)

- | | |
|---|----------|
| _____ 1. A short story about Marjorie Kinnan Rawlings' girlhood. | L. I. D. |
| _____ 2. An outline of the events of her life. | L. I. D. |
| _____ 3. A novel about her college life. | L. I. D. |
| _____ 4. A play about the Rawlings family. | L. I. D. |
| _____ 5. An essay on Miss Rawlings' works. | L. I. D. |
| _____ 6. A history of her life. | L. I. D. |
| _____ 7. A speech made by a critic on publication of <u>The Yearling</u> . | L. I. D. |
| _____ 8. A poem about her life in Florida. | L. I. D. |
| _____ 9. A biography entitled <u>The Life of Marjorie Kinnan Rawlings</u> . | L. I. D. |

CHAPTER III

Previous Research

In its original Anglo-Saxon derivation the word "read" meant to use advice. Strang comments, however, "Reading in its original meaning is not only a thinking process involving language, but also a personal application of the ideas gained from written communication."¹ Through reading the individual gains the ability to participate in the affairs of men.

The selection of reading material for children should be guided by their own interest.² Gates add, "An inventory of types of activities which interest children is necessary but insufficient. We need to know that activities are profitable as well as interesting."³ Since books are the most important sources of information in today's schools, teachers must give heed to the factors of value and interest.

"In terms of world outlook demanded by the present era," cautions Smith, "attention to current literature ranks

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1. Strang, Ruth, Problems in the Importance of Reading in High School and College, Lancaster, Science Press Print Company, 1938, p. 38
 2. Thorndike, Robert, Children's Reading Interest, New York, Bureau of Publications, Teachers College, Columbia University, 1924, p. 31
 3. Gates, Arthur I., The Interest and Ability in Reading, New York, The Macmillan Company, 1931, p. 116

THEORY

CHAPTER I

The first part of the theory is devoted to the study of the properties of the functions $f(x)$ and $g(x)$ which are defined on the interval $[a, b]$. It is shown that if $f(x)$ and $g(x)$ are continuous on $[a, b]$, then the function $h(x) = f(x) + g(x)$ is also continuous on $[a, b]$. This result is proved by using the definition of continuity. The second part of the theory is devoted to the study of the properties of the functions $f(x)$ and $g(x)$ which are defined on the interval $[a, b]$. It is shown that if $f(x)$ and $g(x)$ are continuous on $[a, b]$, then the function $h(x) = f(x) - g(x)$ is also continuous on $[a, b]$. This result is proved by using the definition of continuity. The third part of the theory is devoted to the study of the properties of the functions $f(x)$ and $g(x)$ which are defined on the interval $[a, b]$. It is shown that if $f(x)$ and $g(x)$ are continuous on $[a, b]$, then the function $h(x) = f(x) \cdot g(x)$ is also continuous on $[a, b]$. This result is proved by using the definition of continuity. The fourth part of the theory is devoted to the study of the properties of the functions $f(x)$ and $g(x)$ which are defined on the interval $[a, b]$. It is shown that if $f(x)$ and $g(x)$ are continuous on $[a, b]$, then the function $h(x) = \frac{f(x)}{g(x)}$ is also continuous on $[a, b]$. This result is proved by using the definition of continuity.

THEORY

CHAPTER I

THEORY

CHAPTER I

relatively low." She continues, however, "There is a tendency, born by the desire to stimulate the reading of various kinds of literature, to use materials of scientific and social interest."¹

Books are used today not only to equip a child with reading skill for his entertainment, but to develop skill in critical thinking and interpretation of what he reads.²

The importance of the ability to make wise decisions has never been underestimated. Thinking a problem through and finding suitable sources which will resolve the problem, demand the development of pupil judgment. Teachers must provide for a wide selection of reading materials chosen from the standpoint of usefulness and interest in order to develop pupil judgment.

Durrell suggests that teachers make an estimate of student motivation either through an oral survey or observation of the pupils' work. It is not enough to know what reading materials pupils find interesting, however, unless the teacher outlines plans to take care of the needs found.³

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1. Smith, Dora V., Instruction in English, United States Department of the Interior, Office of Education, Monograph No. 20, 1932, p. 46
 2. Lutter, R.C., "Choices in Books", National Education Association Journal, 35:150, March, 1946
 3. Durrell, Donald, "They are Popular With Teachers," National Education Association Journal, 35:573, December, 1946

Stressing the same advice Norvell suggests, "For reading in common choose only selections known to be enjoyed by children through efficient data coming from children."^{1.}

Smith has found that for girls in the eighth grade titles of books ranged from Anthony Adverse to Mickey Mouse. Boys in the Twelfth Grade likewise ranged in selections read from the Life of Samuel Johnson to The Young Trailers.^{2.}

Such extremes in reading ability within one class demand differentiation of instructive materials. One of the main hypotheses upon which Strang built her study is that "An apparent relation exists between a person's interest and enjoyment of an article, his estimation of its difficulty and his proficiency in reading it."^{3.}

Huber found that dull pupils prefer sensational types of reading. Subject matter and literary quality affect the dull the least, the average more and the bright most of all.⁴

1. Norvell, George, "Some Results of a Twelve-Year Study of Children's Reading Interests," English Journal, 35:531, December, 1946

2. Smith, Dora V., Evaluating Instruction in Secondary School English, Chicago, English Monograph No. 11, 1941, p. 60-61

3. Strang, Ruth, Exploration in Reading Interest Patterns, New York, Bureau of Publications, Teachers College, Columbia University, 1941. pp. 104-108

4. Huber, Marion B., H. B. Bruner and C. M. Curry, Children's Interest in Poetry, Chapel Hill, North Carolina, University of North Carolina Press, 1926, p. 103

It must be emphasized that the problem of reading choice reduces itself to the problem of finding the right book for meeting the needs and interest of the individual child. This statement suggests the need of more extensive reading materials at the high school level and less intensive study of prescribed selection.

Certain kinds of literature are taught on specific grade levels. In the ninth and tenth grade the novel is stressed. Biography holds sway in the ninth grade also; drama is taught in the upper grades. The essay predominates the eleventh grade. The stress upon poetry is equal throughout the whole school course.¹

Basically, it is not form but content that decides popularity. Children would reject the general theme of much poetry even if it were couched in prose. Youth demands life in action.

Mackintosh states that "Children prefer practically every other type of literature to poetry."² Although this study was held to the fifth-grade level, the findings are supported by Jordan, who found from the results of a

1. Smith, Dora, Instruction in English, United States Department of the Interior, Office of Education, Monograph No. 20, 1932, p. 48

2. Mackintosh, Helen, "A Study of Children's Choices in Poetry," Elementary English Review, 1:88, May, 1924

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questionnaire given to 3598 pupils ranging from 9-18 years old, that books of poetry constituted only 3 per cent of the total of choices.¹

The 3598 pupils which Jordan questioned ranked the reading material in order of preference as follows:

<u>Boys</u>	<u>Girls</u>
1. Adventure	1. Fiction
2. Fiction	2. Juvenile Fiction
3. Juvenile Fiction	3. Adventure
4. Poetry	4. Poetry
5. Miscellaneous	5. Humor
6. Humor	6. Miscellaneous
7. Information	7. History
8. Biography	8. Biography, Information,
9. History	Travel and Science. ²
10. Science and Travel	

Classroom blanks were submitted to 50,000 pupils and 675 teachers in all types of communities in New York state by Norvell. Tabulation of 1,590,000 reports on literary selections were made according to age, sex, grade, and level of intelligence. These classroom blanks provided columns

1. Gray, William, Summary of Investigations Relating to Reading, Chicago, Supplementary Educational Monograph No. 28, June, 1935, p. 160

2. Gray, William, Op. Cit., p. 160

that permitted the pupil by checking to indicate whether a listed selection was "Very interesting," "Fairly interesting," or "Uninteresting." It seems reasonable to believe that 47 novels, 62 plays and 81 essays provide a basis for determining the popularity of certain literary types.

The popularity of each type was found by averaging the interest scores based on 47 novels.¹

Table 1

Literary Types in Order of Preference

Literary Type	No. of Selections	Boys Per cent	Girls Liking	Average
Novel	47	78.4	79.6	79.0
Play	62	77.2	77.2	74.3
Short Story	219	72.5	73.8	73.2
Biography	50	67.7	69.2	68.5
Essay	81	63.1	66.3	64.7
Poem	466	60.7	68.3	64.5
Letter	12	60.6	68.3	64.5
Speech	13	63.9	59.7	61.8
Total	<u>950</u>			

This data affords certain conclusions. Reading materials are not usually favored by girls and boys alike. It must not be assumed that the preferences of a child, are, should, or must be in accord with those of the teacher.

1. Norvell, George, "Some Results of a Twelve-Year Study of Children's Reading Interests," English Journal, December, 1946, p. 535

Norvell lists the following six points as suggestions to all teachers:

1. Selections used in classes should meet the approval of critics, teachers and pupils.
2. There must be wide reading in order that children may turn to those types of materials which appeal to them individually.
3. Teachers must place the preference of the pupil first.
4. Three quarters of the books which have a place in our current programs should be replaced with selections of equally high merit which are generally interesting to children.
5. Boys, it must be remembered, do not have the same interests as girls and yet demand attention.
6. There is no factor as powerful as interest which can be developed and put to use by a teacher to produce a generation of book lovers and to develop reading skill.¹

Children have interests, inclinations, and preferences which can aid the teacher in educating the youngsters that come under her care. These interests must be found and plans made to provide for them.

1. Norvell, George, Op. Cit., p. 536

and the other side of the mountain, the view is
completely different.

Just as the sun is setting, the clouds are
beginning to gather. The mountains are
now shrouded in a soft, white mist. The
valley below is a patchwork of green fields
and brown fields. The houses are small and
white, with red roofs. The church is a
small, white building with a red roof.

The church is a small, white building with a red roof.
The houses are small and white, with red roofs.
The valley below is a patchwork of green fields
and brown fields. The mountains are now
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The church is a small, white building with a red roof.
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The valley below is a patchwork of green fields
and brown fields. The mountains are now
shrouded in a soft, white mist. The clouds
are beginning to gather. Just as the sun is
setting, the view is completely different.

Mitchell tested six types of reading, stories, cartoons, books, plays, poems and articles, on the fifth and sixth grade level. It was found that books rated first, stories, second, and cartoons, third. Plays and articles received a higher per cent of preference than did poems.¹

Smith surveyed English instruction in seven representative communities in New York. The results of her test, "A Test of Contemporary Reading, Forms I and II," showed that at the high-school level 66 per cent of the reading was done in fiction.²

The following table is an abstract of her classification of books read in grades 9, 10 and 11:

Type	Boys		Girls		Both	
	No.	%	No.	%	No.	%
Biography	495	61.95	715	69.22	1,210	66.05
Drama	91	11.39	81	7.84	172	9.38
Short Story	9	1.13	4	0.39	13	0.71
Essays	7	0.88	3	0.29	10	0.55
Poetry	6	0.75	8	0.77	14	0.75

1. Mitchell, Sarah Ellen, "A Measurement and Evaluation of Reading Preference," Unpublished Thesis, School of Education, Boston University, 1944, pp. 353-354

2. Smith, Dora V., Evaluating Instruction in Secondary School English, Chicago, English Monograph No. 11, 1941, pp. 60-61

The first part of the report deals with the general situation of the country and the progress of the work during the year. It is followed by a detailed account of the work done in each of the various departments, and a summary of the results achieved. The report concludes with a statement of the financial position of the institution, and a list of the names of the staff and of the donors.

1900		1901		1902		1903	
Jan.	Dec.	Jan.	Dec.	Jan.	Dec.	Jan.	Dec.
100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

The second part of the report deals with the work done in each of the various departments. It is followed by a summary of the results achieved. The report concludes with a statement of the financial position of the institution, and a list of the names of the staff and of the donors.

SUMMARY

Since books are the most important sources of information in today's schools, teachers ought to heed the factors of value and interest. It should be the aim of all teachers to discover enjoyable reading materials and to plan for their use. This would give a child access to a wide choice of books which would help to provide for his individual differences.

Studies of children's reading interests point out that of the literary types, biographies, short stories and novels are most favored by high school pupils. Essays, poems, letters and speeches are, on the other hand, favored only by a minority.

The general conclusion of authorities on the subject is that sex, intelligence and age have considerable influence on reading appreciation and taste.

Letter

Dear Sir,
I have the honor to acknowledge the receipt of your letter of the 10th inst. in relation to the matter of the ...
I am sorry to hear that you are not satisfied with the result of the ...
I am, Sir, very respectfully,
Your obedient servant,
J. H. ...

I am, Sir, very respectfully,
Your obedient servant,
J. H. ...
I am, Sir, very respectfully,
Your obedient servant,
J. H. ...

I am, Sir, very respectfully,
Your obedient servant,
J. H. ...

CHAPTER IV

RESULTS

The following information is compiled from the results of a questionnaire given to three hundred pupils in Watertown High School, Watertown, Massachusetts. The questionnaires were distributed equally between boys and girls in the tenth, eleventh and twelfth grade. The questionnaire provided spaces that permitted the pupil by checking and by circling, to indicate whether a literary type was "preferred," "liked," "indifferent," or "disliked." The literary types evaluated by the pupils were short story, biography, novel, history, essay, play, outline, poem and speech.

The data for this thesis was analyzed to find:

1. The types of literature which children prefer.
2. The types of literature which children like.
3. The types of literature to which children are indifferent.
4. The types of literature which children dislike.

The data was further analyzed to secure information as to sex differences.

Table I

Classification of the Results of Questionnaire
on Preferences of Literary Types
in Grades Ten, Eleven and Twelve

Type	Tenth Gr.	Order of Preference	Eleventh Gr.	Order of Preference	Twelfth Gr.	Order of Preference
Short Story	21.75	1	22	1	18.50	2
Biography	20	2	22	1	22.50	1
History	14	3	6	8	11.50	4
Speech	13.25	4	4.75	9	2.50	9
Essay	11	5	6.75	6	8.50	6
Novel	8	6	13.25	3	16.50	3
Poem	4.50	7	8.50	5	5	8
Outline	4.50	7	6.75	6	6	7
Play	3	9	10	4	9	5

Table I shows that short stories and biographies are the most popular literary types for all grades. Interest in speech drops from the tenth to the twelfth grade, while interest in plays becomes greater from the tenth to the twelfth grade. On the whole, the outline is the most unpopular type of literature.

Table 1

Summary of the results of the analysis of variance for the different factors of the experiment.

Factor	Level	Mean	Standard Error	Sum of Squares	D.F.	F-value	Significance
Factor A	1	10.5	0.5	10.0	1	10.0	0.01
Factor A	2	11.5	0.5	10.0	1	10.0	0.01
Factor B	1	12.0	0.5	10.0	1	10.0	0.01
Factor B	2	13.0	0.5	10.0	1	10.0	0.01
Factor C	1	14.0	0.5	10.0	1	10.0	0.01
Factor C	2	15.0	0.5	10.0	1	10.0	0.01
Factor D	1	16.0	0.5	10.0	1	10.0	0.01
Factor D	2	17.0	0.5	10.0	1	10.0	0.01
Factor E	1	18.0	0.5	10.0	1	10.0	0.01
Factor E	2	19.0	0.5	10.0	1	10.0	0.01
Factor F	1	20.0	0.5	10.0	1	10.0	0.01
Factor F	2	21.0	0.5	10.0	1	10.0	0.01
Factor G	1	22.0	0.5	10.0	1	10.0	0.01
Factor G	2	23.0	0.5	10.0	1	10.0	0.01
Factor H	1	24.0	0.5	10.0	1	10.0	0.01
Factor H	2	25.0	0.5	10.0	1	10.0	0.01
Factor I	1	26.0	0.5	10.0	1	10.0	0.01
Factor I	2	27.0	0.5	10.0	1	10.0	0.01
Factor J	1	28.0	0.5	10.0	1	10.0	0.01
Factor J	2	29.0	0.5	10.0	1	10.0	0.01
Factor K	1	30.0	0.5	10.0	1	10.0	0.01
Factor K	2	31.0	0.5	10.0	1	10.0	0.01
Factor L	1	32.0	0.5	10.0	1	10.0	0.01
Factor L	2	33.0	0.5	10.0	1	10.0	0.01
Factor M	1	34.0	0.5	10.0	1	10.0	0.01
Factor M	2	35.0	0.5	10.0	1	10.0	0.01
Factor N	1	36.0	0.5	10.0	1	10.0	0.01
Factor N	2	37.0	0.5	10.0	1	10.0	0.01
Factor O	1	38.0	0.5	10.0	1	10.0	0.01
Factor O	2	39.0	0.5	10.0	1	10.0	0.01
Factor P	1	40.0	0.5	10.0	1	10.0	0.01
Factor P	2	41.0	0.5	10.0	1	10.0	0.01
Factor Q	1	42.0	0.5	10.0	1	10.0	0.01
Factor Q	2	43.0	0.5	10.0	1	10.0	0.01
Factor R	1	44.0	0.5	10.0	1	10.0	0.01
Factor R	2	45.0	0.5	10.0	1	10.0	0.01
Factor S	1	46.0	0.5	10.0	1	10.0	0.01
Factor S	2	47.0	0.5	10.0	1	10.0	0.01
Factor T	1	48.0	0.5	10.0	1	10.0	0.01
Factor T	2	49.0	0.5	10.0	1	10.0	0.01
Factor U	1	50.0	0.5	10.0	1	10.0	0.01
Factor U	2	51.0	0.5	10.0	1	10.0	0.01
Factor V	1	52.0	0.5	10.0	1	10.0	0.01
Factor V	2	53.0	0.5	10.0	1	10.0	0.01
Factor W	1	54.0	0.5	10.0	1	10.0	0.01
Factor W	2	55.0	0.5	10.0	1	10.0	0.01
Factor X	1	56.0	0.5	10.0	1	10.0	0.01
Factor X	2	57.0	0.5	10.0	1	10.0	0.01
Factor Y	1	58.0	0.5	10.0	1	10.0	0.01
Factor Y	2	59.0	0.5	10.0	1	10.0	0.01
Factor Z	1	60.0	0.5	10.0	1	10.0	0.01
Factor Z	2	61.0	0.5	10.0	1	10.0	0.01

The results of the analysis of variance for the different factors of the experiment are shown in Table 1. The F-values are given for each factor and level, and the significance is indicated by the asterisk (*).

Table II

Comparison of Boys' and Girls' Preferences of Literary
Types--Tenth, Eleventh and Twelfth Grade

BOYS

Type	Per Cent	Order of Preference	Per Cent	Order of Preference
Short Story	15.66	3	25.83	1
Biography	25.66	1	17.33	3
History	16.83	2	7.50	7
Speech	5	7	8.66	5
Essay	12	4	5.50	8
Novel	11.50	5	19.66	2
Poem	4	8	8	6
Outline	8.66	6	2.83	9
Play	4	8	10.66	4

Table II shows that boys prefer biographies, histories, and short stories to all other types of literature. Girls, on the other hand, prefer short stories, novels and biographies to all other types of literature. Boys prefer poems and plays the least, while the girls prefer essays and outlines the least.

TABLE

Summary of the results of the experiments on the effect of the concentration of the solution on the rate of reaction.

Concentration of solution (M)	Time (min)	Volume of gas evolved (ml)	Rate of reaction (ml/min)	Remarks
0.1	10	10	1.0	Normal
0.2	10	20	2.0	Double rate
0.3	10	30	3.0	Triple rate
0.4	10	40	4.0	Quadruple rate
0.5	10	50	5.0	Pentuple rate
0.6	10	60	6.0	Hexuple rate
0.7	10	70	7.0	Septuple rate
0.8	10	80	8.0	Octuple rate
0.9	10	90	9.0	Nonuple rate
1.0	10	100	10.0	Tenfold rate

It is seen from the above table that the rate of reaction increases with the concentration of the solution.

The rate of reaction is directly proportional to the concentration of the solution.

Mathematically, Rate of reaction \propto Concentration of solution.

Or, Rate of reaction = k \times Concentration of solution.

Where k is the proportionality constant, known as the rate constant.

End of page

Table III

Classification of the Results of Questionnaire on Literary
Types in Grade Ten---Boys and Girls

Type	% Prefer	% Like	% Indifferent	% Dislike
Short Story	21.75	19.59	8.37	3.1
Biography	20	22.11	11.54	7.5
History	14	7.38	13.85	11.7
Speech	13.25	7.86	9.54	15.12
Essay	11	6.03	12.85	12.90
Novel	8	15.78	7.84	4.82
Poem	4.50	4.85	8.83	18.46
Outline	4.50	5.39	14.11	17.90
Play	3	10.56	13.07	7.60

A study of Table III reveals that short stories, biographies, histories and speeches are the most preferred types of literature in the tenth grade. The play is the least preferred type of literature.

Biographies, short stories and novels are the best liked literary types. It is interesting to note that although the play was preferred by only three per cent of pupils in the tenth grade, it was liked by over ten per cent.

In general, tenth graders are most indifferent to outlines, histories, plays and essays in that order.

The short story is the least disliked type, while poetry is the most disliked type of literature.

TABLE I

Summary of the results of the experiments on the effect of the concentration of the solution on the rate of reaction

Temperature 25°C. Time of reaction 10 minutes

Concentration of solution (M)	Rate of reaction (M/min)	Concentration of solution (M)	Rate of reaction (M/min)
0.1	0.01	0.2	0.02
0.2	0.02	0.3	0.03
0.3	0.03	0.4	0.04
0.4	0.04	0.5	0.05
0.5	0.05	0.6	0.06
0.6	0.06	0.7	0.07
0.7	0.07	0.8	0.08
0.8	0.08	0.9	0.09
0.9	0.09	1.0	0.10

The results of the experiments show that the rate of reaction increases with the concentration of the solution. This is in accordance with the law of mass action, which states that the rate of a chemical reaction is proportional to the product of the concentrations of the reactants. The experiments were carried out at a constant temperature of 25°C. and the time of reaction was fixed at 10 minutes. The concentration of the solution was varied from 0.1 M to 1.0 M in increments of 0.1 M. The rate of reaction was determined by measuring the amount of product formed in a given time. The results are summarized in Table I. It can be seen from the table that the rate of reaction increases linearly with the concentration of the solution. This indicates that the reaction is first order with respect to the concentration of the solution. The law of mass action can be expressed mathematically as follows: $\text{Rate} \propto [\text{A}]^m [\text{B}]^n$, where Rate is the rate of reaction, $[\text{A}]$ and $[\text{B}]$ are the concentrations of the reactants, and m and n are the orders of reaction with respect to A and B respectively. In this case, $m = 1$ and $n = 0$, so the rate of reaction is proportional to the concentration of A.

Table IV
Comparison of Boys' and Girls' Preference of Literary
Types at the Tenth-Grade Level

Type	Per Cent Preferring	
	Boys	Girls
Short Story	9	34.50
Biography	28	12
History	16	12
Speech	6	20.50
Essay	16	6
Novel	13	3
Poem	3	6
Outline	6	3
Play	3	3

Boys in the tenth grade prefer the biography to all other types of literature. Histories and essays come second with a tie of sixteen per cent. The novel is preferred by thirteen per cent of the boys and is their third highest choice.

A survey of Table IV revealed that tenth-grade girls prefer the short story. Speech was rated second with a percentage of twenty and one-half. Biography and history tie for third place with twelve per cent each.

Speech, which finds little or no favor in other classes,

has a high percentage of preference for tenth-grade girls. Short stories and biographies are, on the average, the most preferred literary types in the tenth grade.

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OR BY ANY INFORMATION STORAGE AND RETRIEVAL SYSTEM.

Figure 1.
Graph of Per Cent of Preference of
Literary Types for Tenth-Grade
Boys

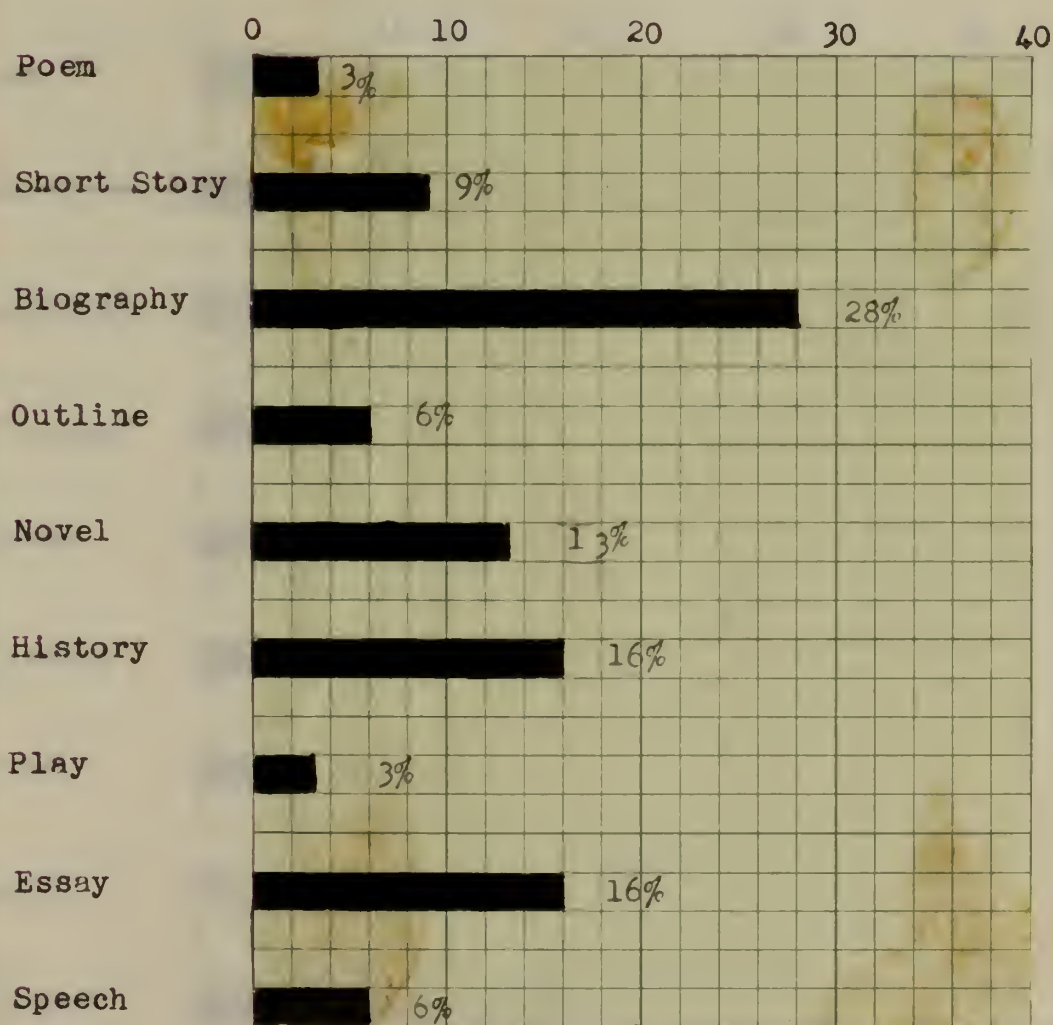
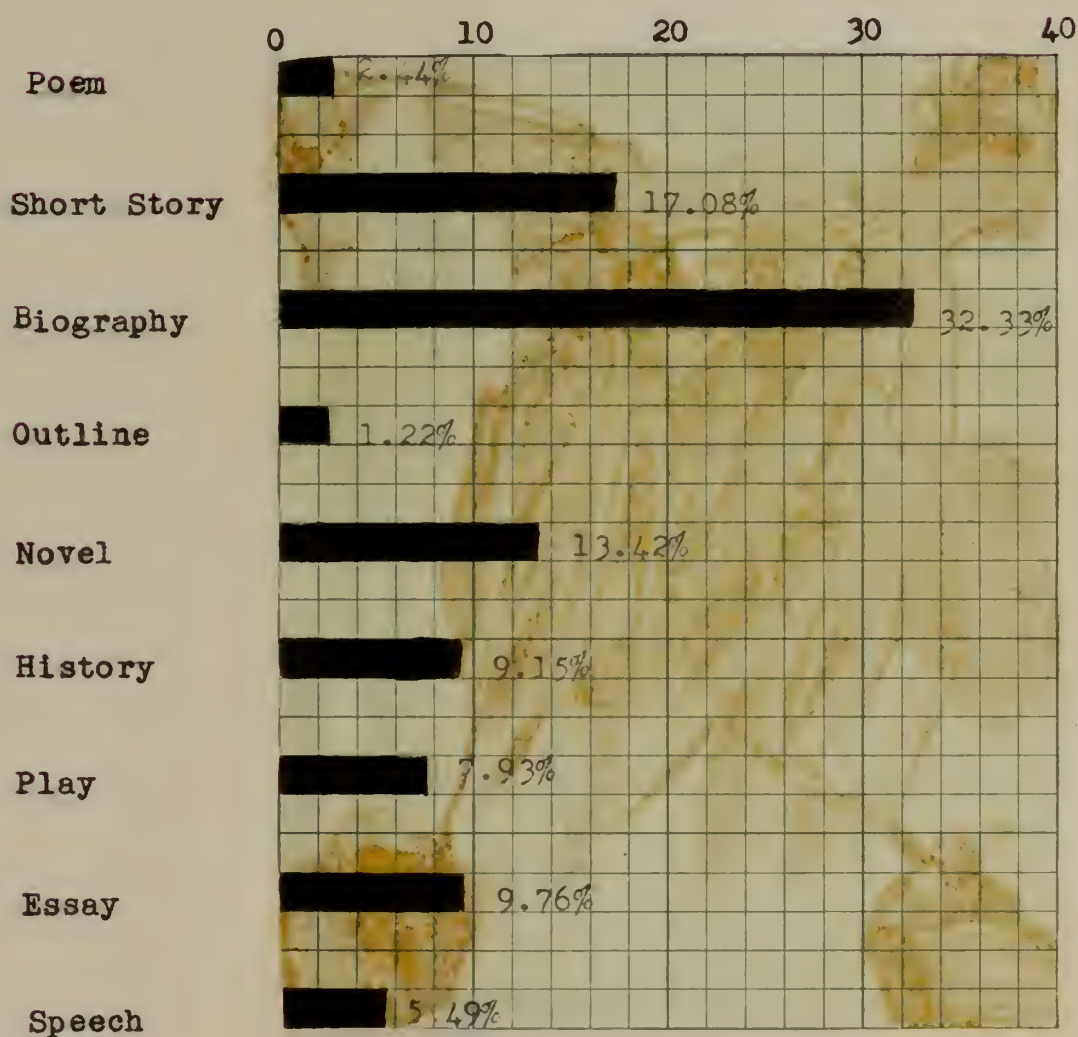


Figure 2.
Graph of Per Cent of Preference
of Literary Types for Tenth-
Grade Girls



Figure 3.

Graph of Per Cent of Literary Types
Liked by Tenth-Grade Boys



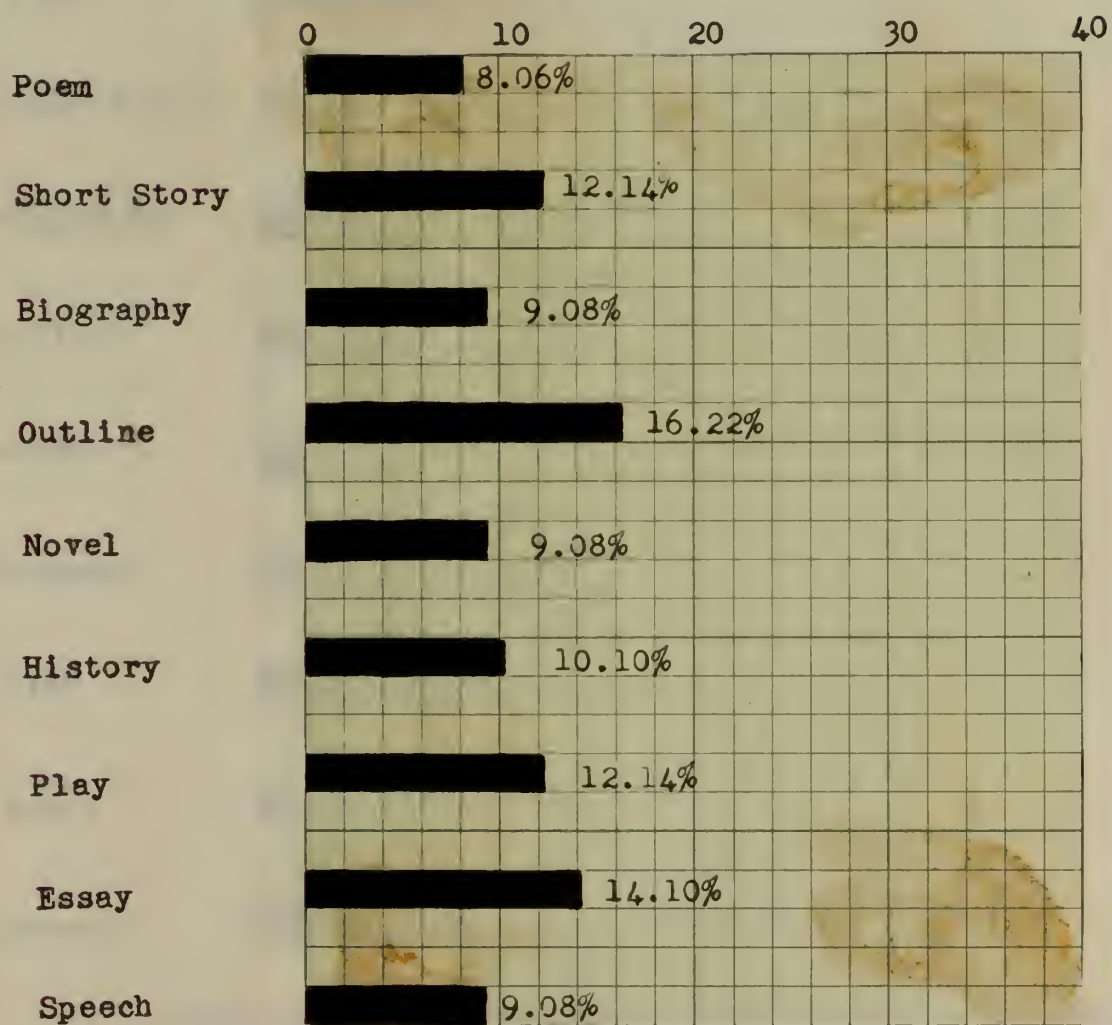
The biography, the short story and the novel are the best liked literary types for tenth-grade boys. Girls, however, liked the short story, the novel and the play in that order. Twenty per cent more boys than girls liked biography. Boys do not favor as many literary types as do girls.

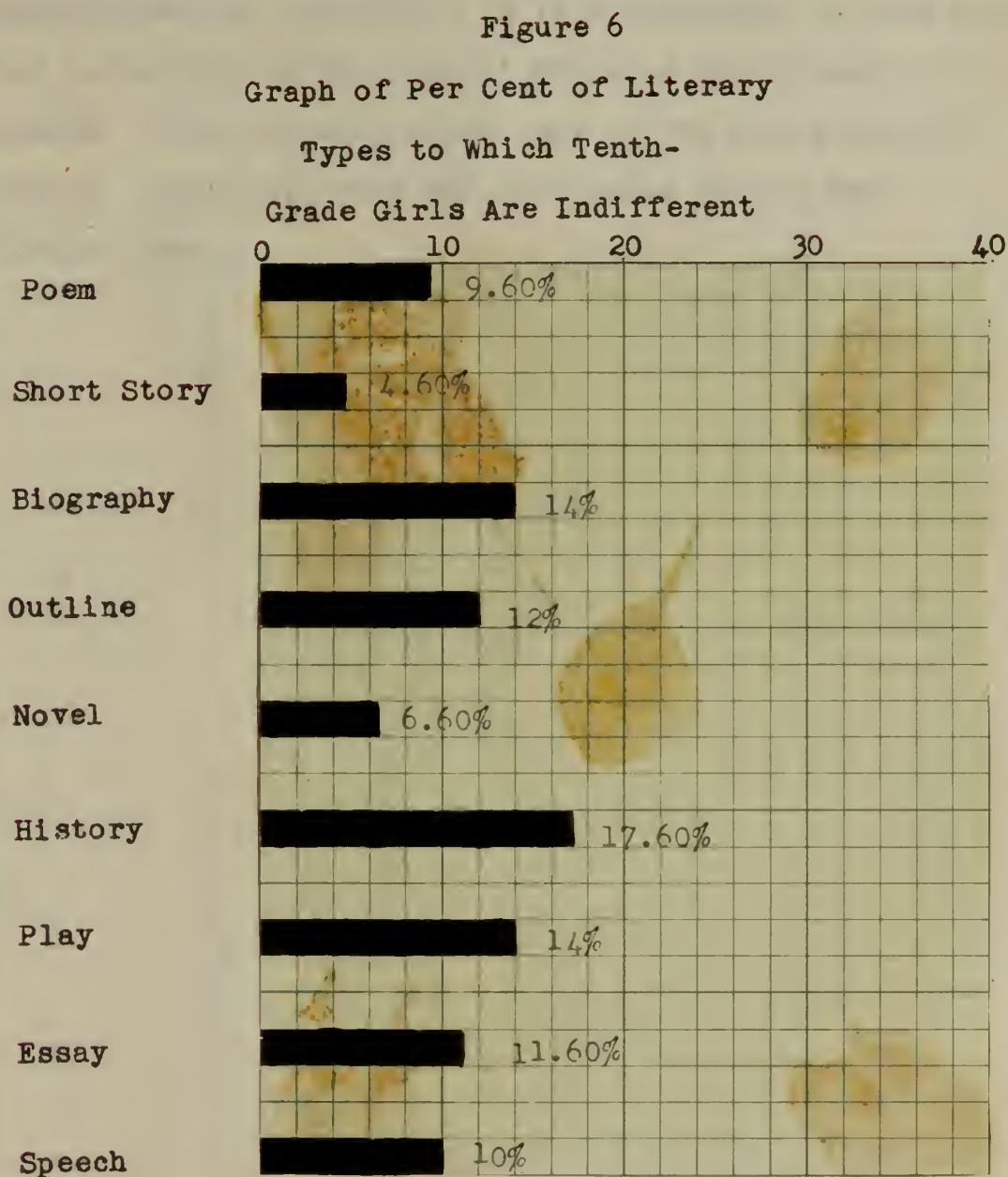
Figure 4.
Graph of Per Cent of Literary Types
Liked by Tenth-Grade Girls



Figures 5 and 6 show that boys and girls in the tenth grade are most indifferent to outlines, histories and essays. Tenth-grade boys are indifferent to outlines, essays, plays and short stories in that order. Tenth-grade girls are most indifferent to histories, plays, biographies and outlines in that order.

Figure 5
Graph of Per Cent of Literary Types
To Which Tenth-Grade Boys Are Indifferent





Tenth-grade boys and girls dislike poems, outlines, speeches and essays in that order. Twenty per cent of the boys in this grade dislike poems. Over sixteen per cent of the girls dislike poetry. Boys dislike outlines, speeches and histories in that order. Girls dislike essays, poems,

biographies and speeches. It is interesting to note that the percentage of the pupils' dislikes differ most on essays. Over twenty-one per cent of the girls dislike essays, while only four and six-tenths of the boys dislike them.

Figures 7 and 8
 Graph of Per Cent of Literary Types Disliked
 by Tenth-Grade Boys and Girls

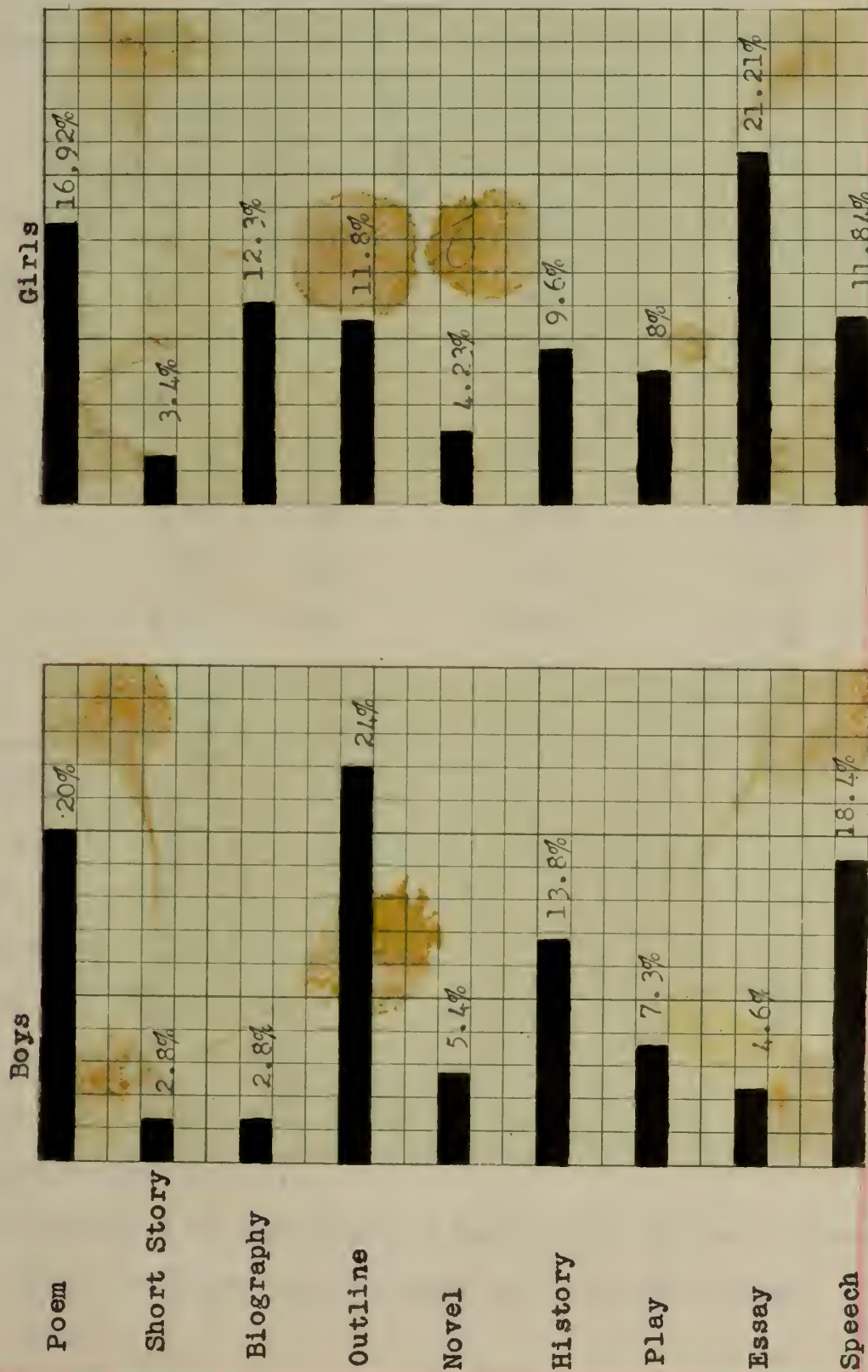


Table V
 Classification of Results of Questionnaire on
 Literary Types in Grade Eleven
 Boys and Girls

Type	% Prefer	% Like	% Indifferent	% Dislike
Short Story	22	20.60	8.17	4.15
Biography	22	14.99	11.49	6.55
Novel	13.25	12.27	12.14	7.7
Play	10	10.78	10.19	11
Poem	8.50	10.26	9.32	13.35
Outline	6.75	7.80	16.24	12.95
Essay	6.75	9.13	12.86	12.5
History	6	10.52	12	15.2
Speech	4.75	7.49	7.54	12

A study of Table V reveals that eleventh-grade boys and girls prefer short stories, biographies and novels in that order. Twenty-two per cent of eleventh-grade pupils prefer short stories and biographies. A little over thirteen per cent of the pupils prefer novels.

The least preferred literary type is the speech with only four and seventy-five hundredths per cent of eleventh-grade pupils preferring it.

Short stories, biographies and novels are the most liked literary types. Outlines and speeches are the least liked literary types.

Outlines, essays, histories and novels are the literary types to which eleventh-grade pupils are most indifferent.

History is the most disliked literary type. Poems come next with outlines and essays a close third and fourth.

Speeches, which were preferred by thirteen and twenty-five hundredths per cent of the tenth graders, is preferred by only four and seventy-five hundredths per cent of the eleventh graders.

Table VI

Comparison of Boys' and Girls' Preferences of Literary Types at the Eleventh-Grade Level

Type	Per Cent Preferring	
	Boys	Girls
Short Story	19	25
Biography	26	18
Novel	8.50	18
Play	6	14
Poem	6	11
Outline	10	3.50
Essay	10	3.50
History	8.50	3.50
Speech	6	3.50

Boys in the eleventh grade prefer biographies and short stories. Outlines and essays follow in third place tying with ten per cent each. Girls in the eleventh grade prefer short stories. Biographies and novels follow in second place with a tie percentage of eighteen. Plays come third. Plays and poems are the least preferred types by boys in the eleventh grade, while outlines, essays, histories and speeches are least preferred by the girls.

Figure 9

Graph of Per Cent of Preference of Literary
Types for Eleventh-Grade Boys

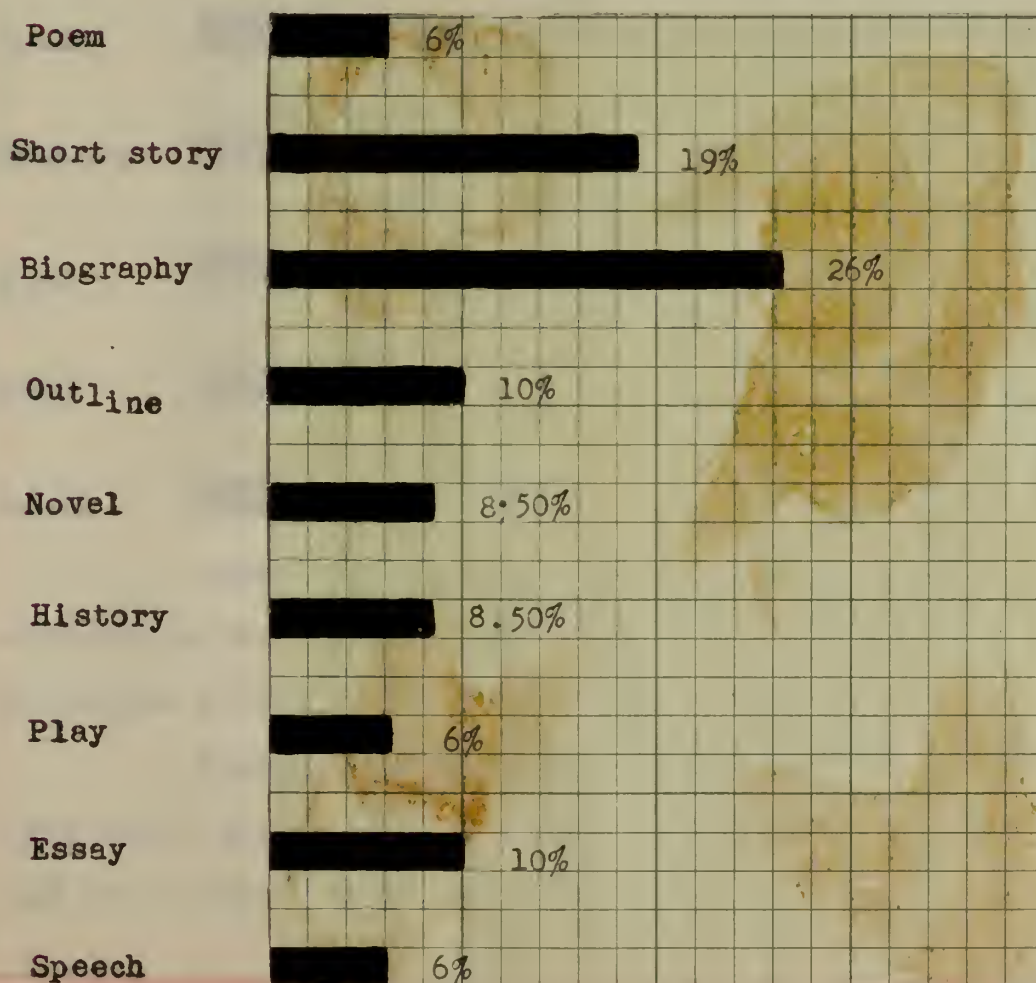


Figure 10
Graph of Per Cent of Preference of Literary
Types for Eleventh-Grade Girls

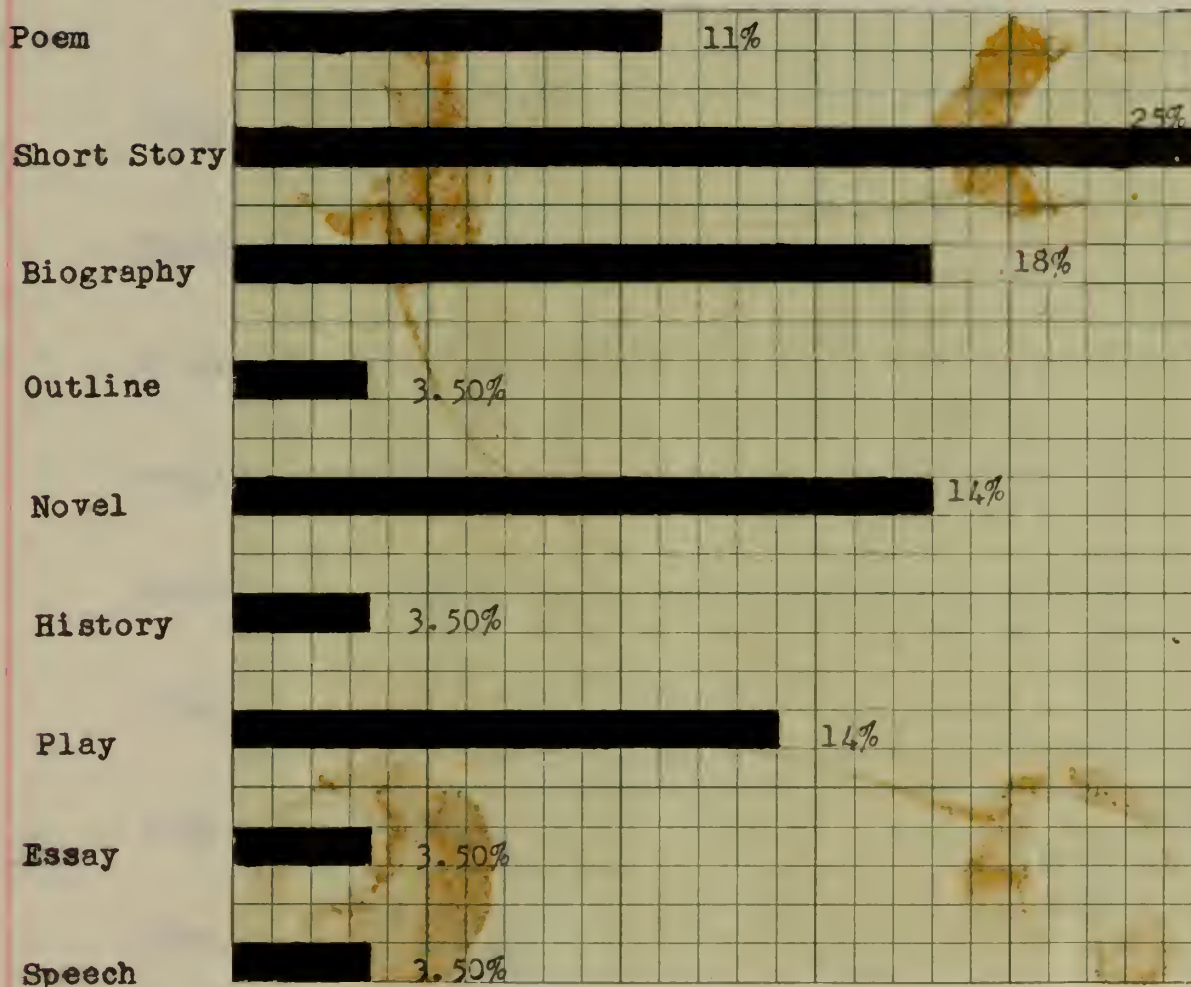


Figure 11 shows that over twenty-one per cent of eleventh-grade boys like short stories. Biographies and histories follow in second and third places.

Figure 12 reveals that girls in the eleventh grade like short stories most. Novels and plays are the second and third best liked literary types.

PLATE 10

FIGURES 1-10. *Strophomena* sp. (see text for details)
Scale = 1 mm.



FIGURE 1. Small, rounded, slightly flattened. (see text for details)
FIGURE 2. Small, rounded, slightly flattened. (see text for details)
FIGURE 3. Larger, more elongated, showing more detail of the shell structure.
FIGURE 4. Larger, more elongated, showing more detail of the shell structure.
Scale = 1 mm.

Figure 11

Gra ph of Per Cent of Literary Types
Liked by Eleventh-Grade Boys

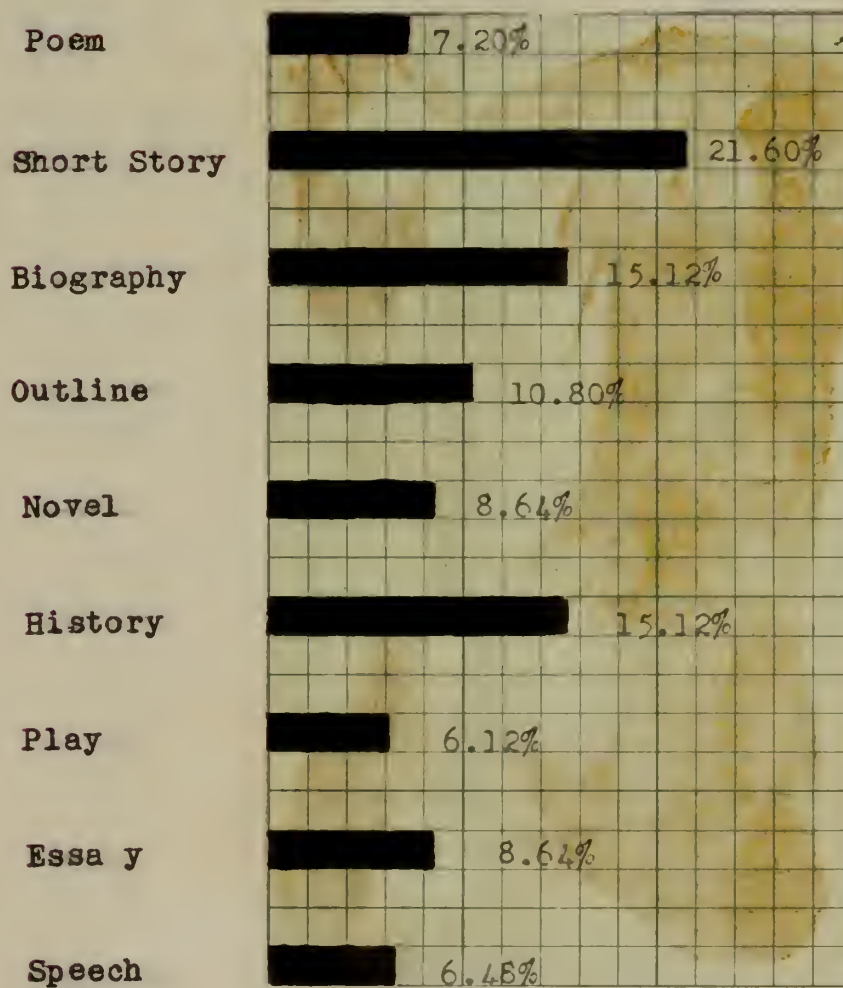
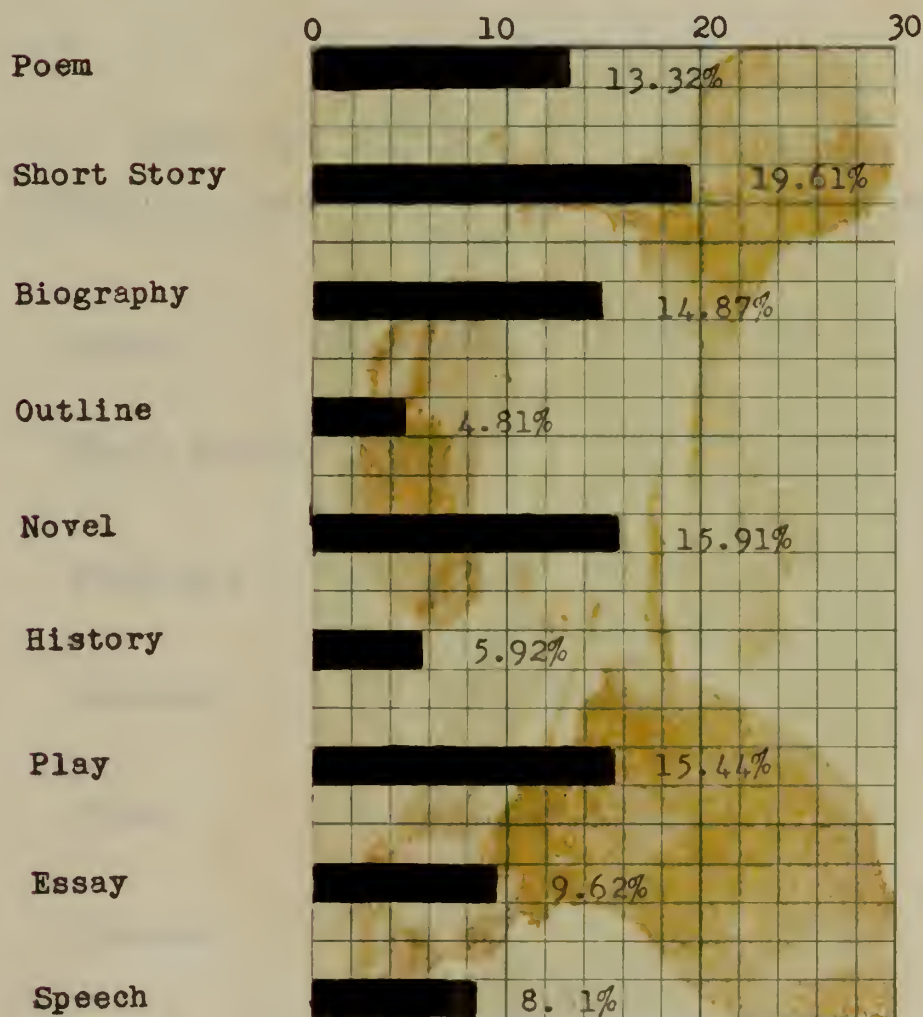


Figure 12
Graph of Per Cent of Literary Types Liked
by Eleventh-Grade Girls



Boys in the eleventh grade are most indifferent to outlines and essays. Girls, on the other hand, are most indifferent to outlines and novels. It is important to note here that a small percentage of indifference is not always an indication of preference. Children are not indifferent

THE HISTORY OF THE COUNTY OF MIDDLESEX IN THE SEVENTEENTH CENTURY

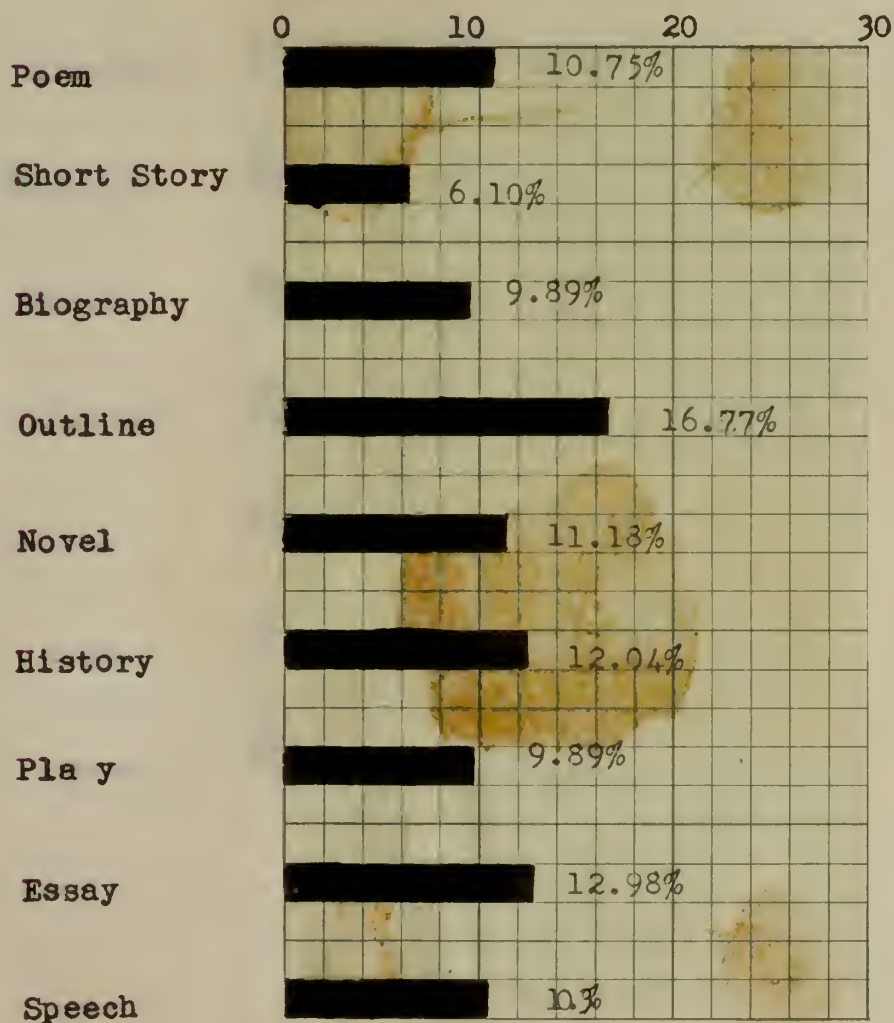


THE HISTORY OF THE COUNTY OF MIDDLESEX IN THE SEVENTEENTH CENTURY. BY JOHN STUBBS, ESQ. OF THE INNER TEMPLE, BARRISTER AT LAW. VOL. I. LONDON, PRINTED BY J. STURGEON, IN THE Strand, 1780.

to poetry, because they generally dislike it.

Figure 13

Graph of Per Cent of Literary Types
to Which Eleventh-Grade Boys Are Most Indifferent



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THE UNIVERSITY OF CHICAGO PRESS

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THE UNIVERSITY OF CHICAGO PRESS

Figure 14

Graph of Per Cent of Literary Types to
Which Eleventh-Grade Girls Are Most Indifferent

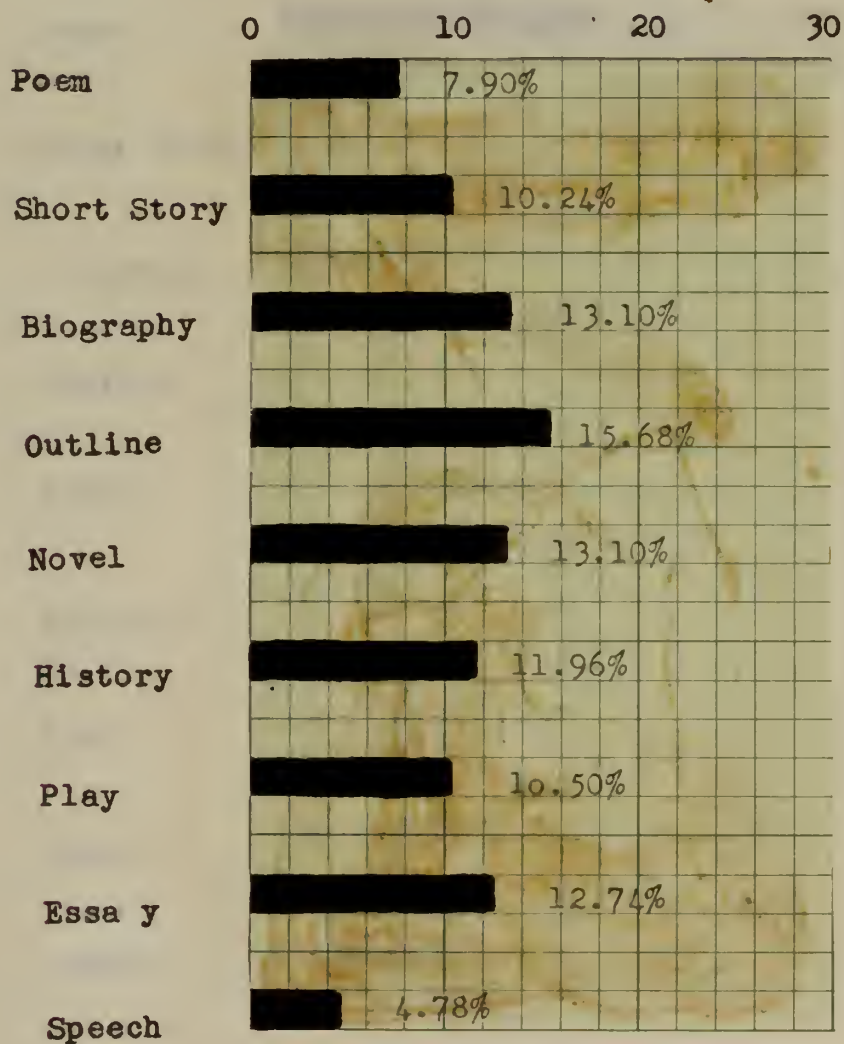
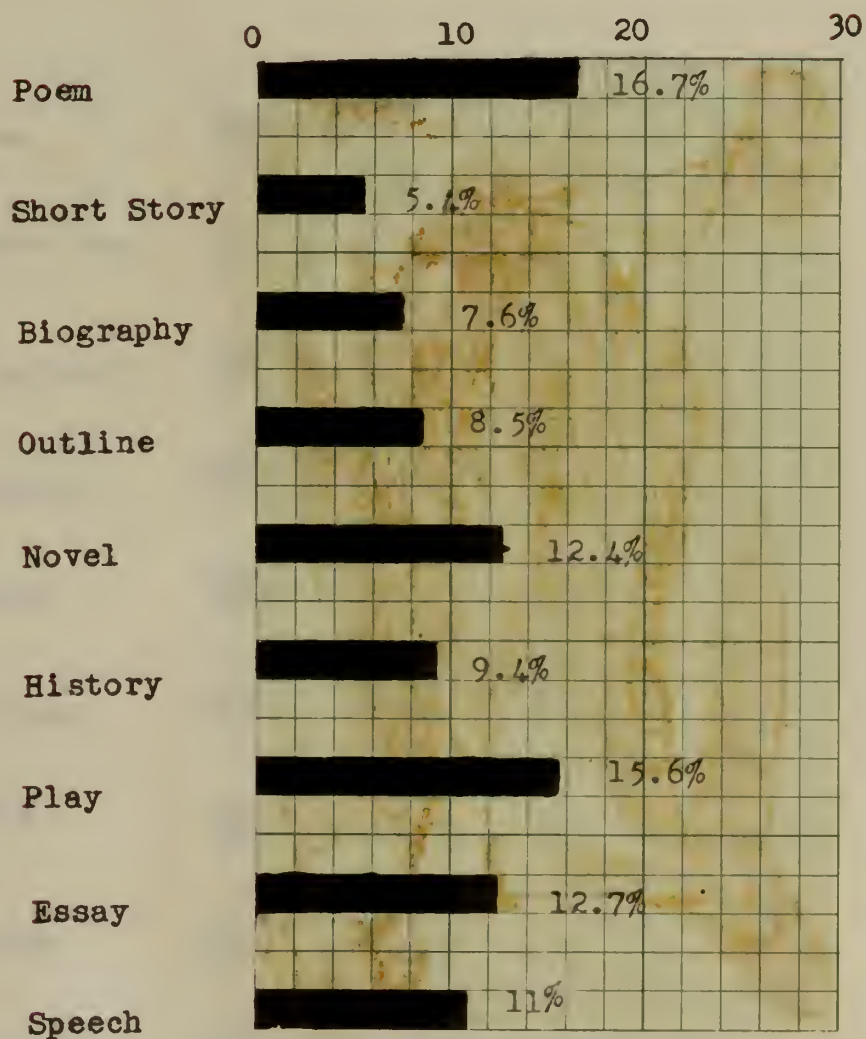


Figure 15
Graph of Per Cent of Literary Types
Disliked by Eleventh-Grade Boys

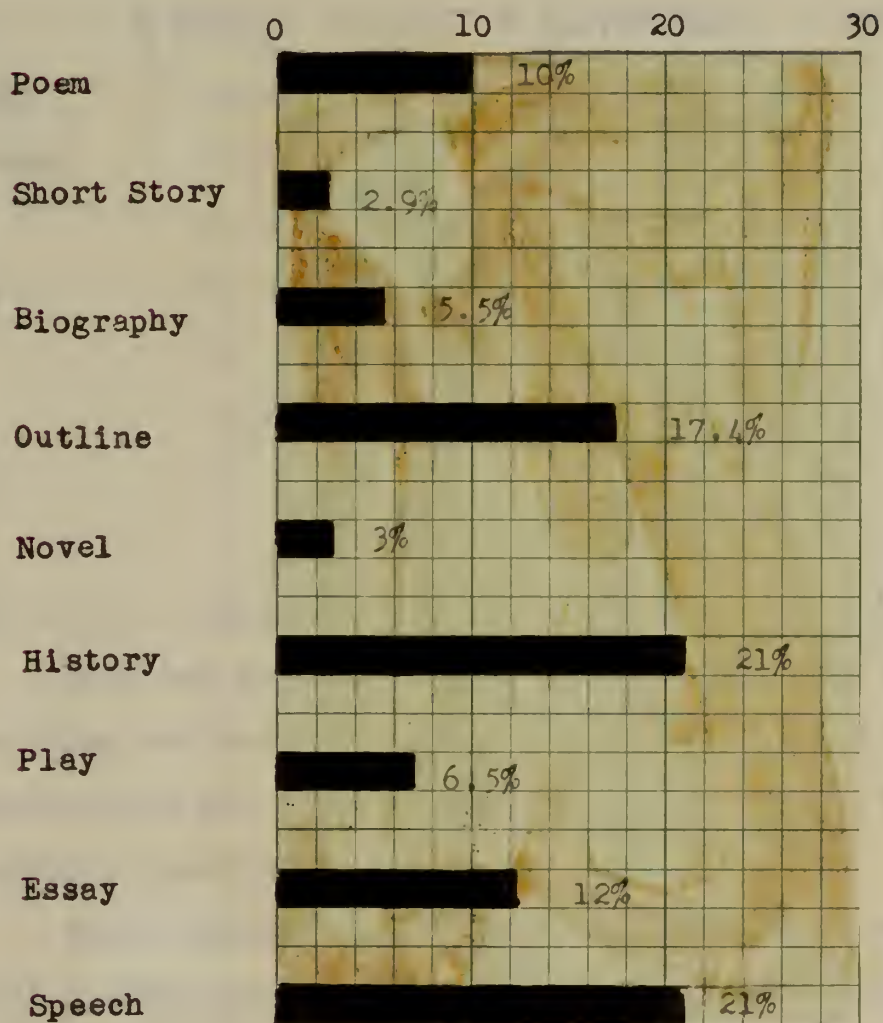


THE HISTORY OF THE UNITED STATES OF AMERICA



Figure 16

Graph of Per Cent of Literary Types
Disliked by Eleventh-Grade Girls



1. The first part of the paper is devoted to a general
 introduction to the subject of the paper.



2. The second part of the paper is devoted to a
 detailed description of the various parts of the
 system.

3. The third part of the paper is devoted to a
 discussion of the various problems which arise in
 connection with the system.

4. The fourth part of the paper is devoted to a
 summary of the results of the investigation.

5. The fifth part of the paper is devoted to a
 conclusion.

Table VII
 Classification of Results of Questionnaire on Literary
 Types in Grade Twelve---Boys and Girls

Type	% Prefer	% Like	% Indifferent	% Dislike
Biography	22.50	14.81	10.85	5.6
Short Story	18.50	21.55	4.63	4.81
Novel	16.50	14.55	12.15	5.18
History	11.50	11.02	12.09	10.91
Play	9	10.74	12.35	9.99
Essay	8.50	9.86	11.07	12.21
Outline	6	6.52	14.01	13.51
Poem	5	7.89	9.31	21.1
Speech	2.50	6.33	13.67	16.5

Boys and girls in the twelfth grade prefer biographies, short stories and novels to all other literary types. Poems and speeches are the least preferred literary types and are generally disliked.

Short stories, biographies and novels are popular with twelfth-grade pupils. These pupils are most indifferent to outlines and speeches.

Table VIII
Comparison of Boys' and Girls' Preferences of Literary
Types at the Twelfth-Grade Level

Type	Per Cent Preferring	
	Boys	Girls
Biography	23	22
Short Story	19	18
Novel	13	20
History	16	7
Play	3	15
Essay	10	7
Outline	10	2
Poem	3	7
Speech	3	2

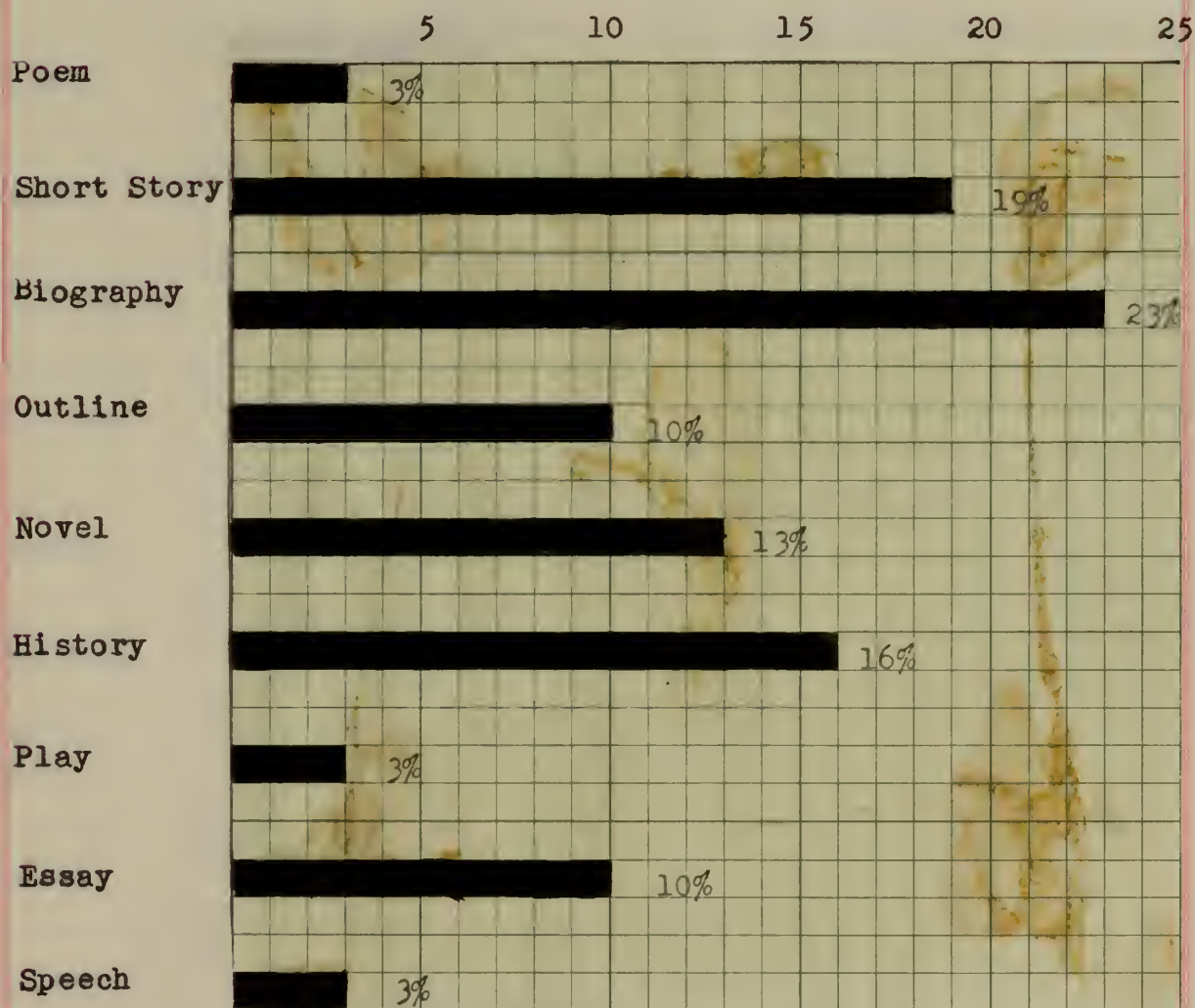
Boys in the twelfth-grade prefer biographies and short stories to all other literary types. Girls in the twelfth grade, however, prefer biographies and novels. It is interesting to note that poems and speeches fall at the bottom of the table, while those types of literature in which the subject matter is generally more exciting are most preferred.

THE ANNALS OF THE AMERICAN MEDICAL ASSOCIATION PUBLISHED WEEKLY CHICAGO, ILL., U.S.A.

CONTENTS		
Original Articles	1	
Reports and Communications	10	
Book Reviews	15	
Correspondence	20	
Editorial	25	
Obituary	30	
Announcements	35	
Index	40	
Advertisements	45	

The American Medical Association is a non-profit corporation organized for the purpose of promoting the science and art of medicine, and the health of the people. It was founded in 1847, and has since that time been engaged in a constant effort to advance the interests of the medical profession and the public. The Association is composed of physicians, surgeons, dentists, and other medical practitioners, who are united by a common bond of fellowship and a common purpose. The Association's work is carried on through its various departments, which are devoted to the study and promotion of the medical sciences, the improvement of medical education, the advancement of medical research, and the betterment of the medical profession. The Association's efforts are directed towards the attainment of the highest standards of medical practice, and the promotion of the health and welfare of the people. The Association's work is supported by the contributions of its members, and by the generosity of the public. The Association's work is a noble and a worthy one, and it is the hope of all who are interested in the progress of medicine and the health of the people that the Association will continue to be a source of inspiration and guidance for the medical profession and the public.

Figure 17
Graph of Per Cent of Preference of Literary
Types for Twelfth-Grade Boys



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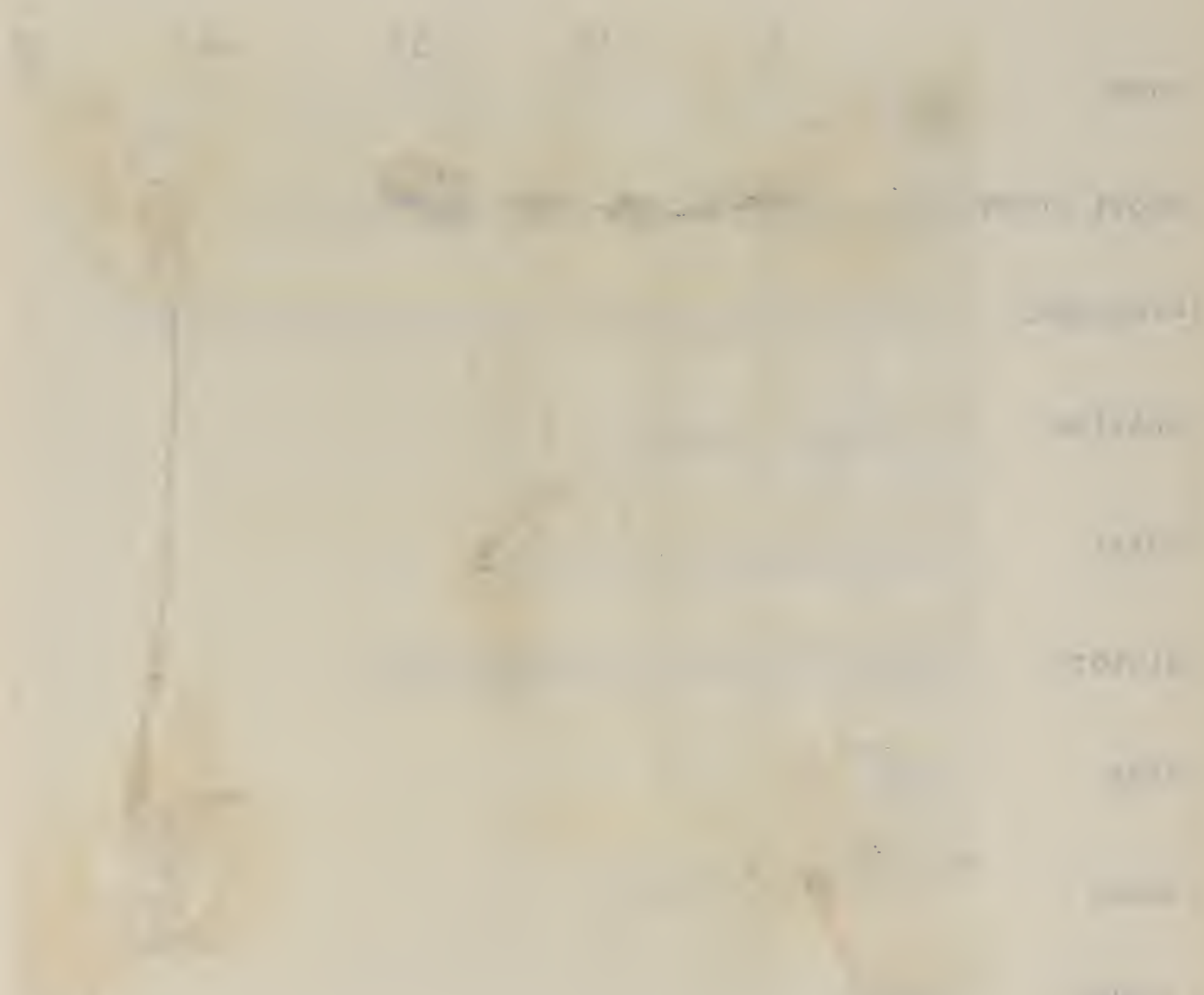


Figure 18
 Graph of Per Cent of Preference of Literary
 Types for Twelfth-Grade Girls

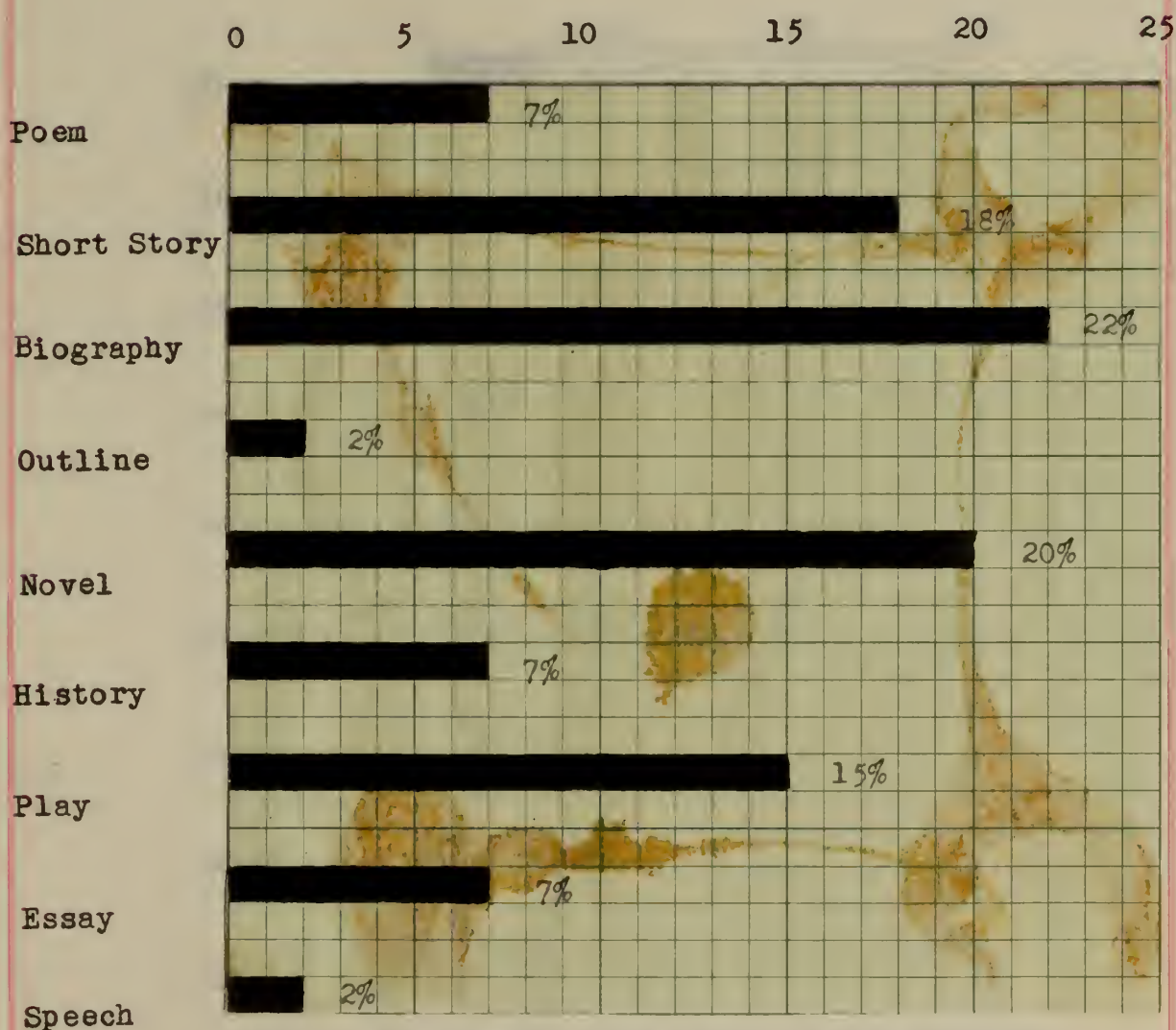


Figure 19 shows that boys in the twelfth grade like short stories and histories best. Over twenty-two per cent of the boys like short stories, while only six and nine hundredths per cent like poetry.

Figure 10

Map of the Lake of Geneva and its surroundings

Scale 1:100,000



Figure 10 shows the Lake of Geneva and its surroundings. The map is oriented with North at the top. The lake is shown in the center, with the city of Geneva to the north and the city of Lausanne to the south. The map includes labels for various locations and features, such as 'Geneva', 'Lausanne', 'Lake of Geneva', and 'Switzerland'. The map is oriented with North at the top.

Figure 19
 Graph of Per Cent of Literary Types
 Liked by Twelfth-Grade Boys

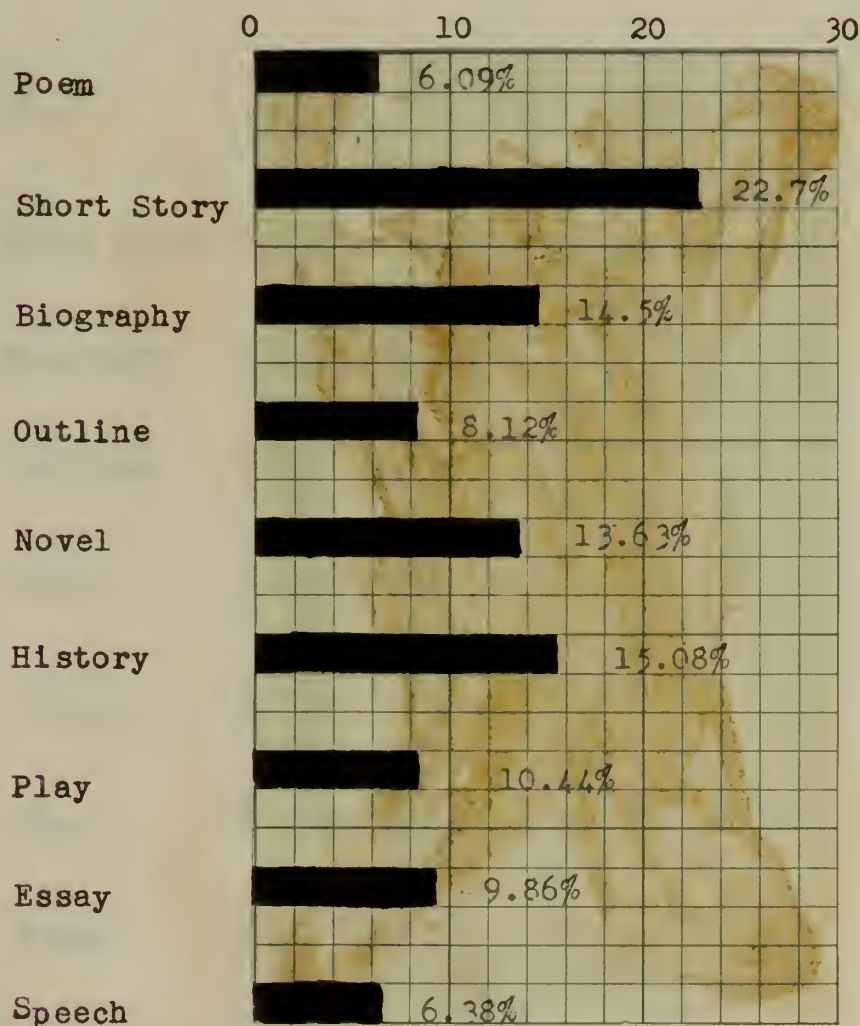


Figure 20 reveals that girls in the twelfth grade like short stories, biographies and novels. Biographies and novels are liked by a little over fifteen per cent of the girls in each case. Only four and nine tenths per cent of the girls like outlines. Figure 24 shows that over seventeen per cent of the girls dislike outlines.

CHAPTER II

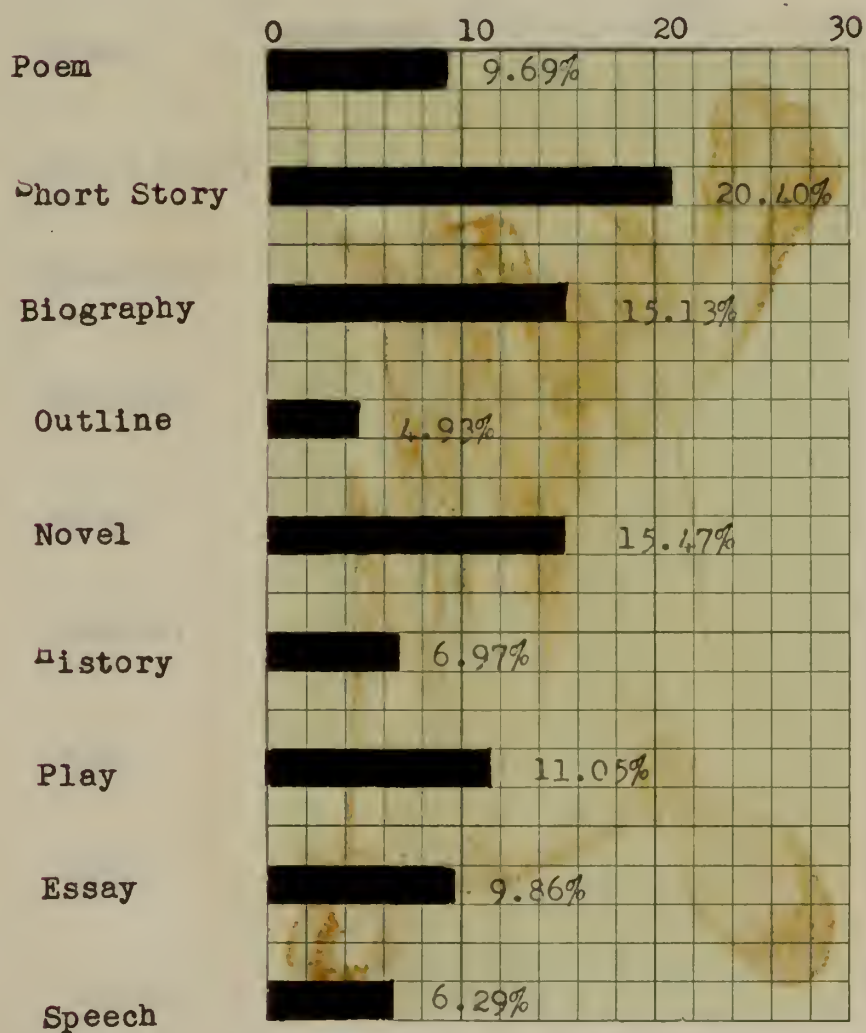
THE HISTORY OF THE
 REFORMATION IN ENGLAND



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THE HISTORY OF THE
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Figure 20
 Graph of Per Cent of Literary Types
 Liked by Twelfth-Grade Girls



THE HISTORY OF THE
CITY OF BOSTON
FROM 1630 TO 1800

Year	Event
1630	Founding of Boston
1634	First Town Meeting
1639	First Town Charter
1643	First Town School
1646	First Town Church
1656	First Town Prison
1666	First Town Jail
1676	First Town Court
1686	First Town Office
1696	First Town Library
1706	First Town Hospital
1716	First Town Almshouse
1726	First Town Workhouse
1736	First Town Gaol
1746	First Town Prison
1756	First Town Jail
1766	First Town Court
1776	First Town Office
1786	First Town Library
1796	First Town Hospital
1800	First Town Almshouse

Figure 21

Graph of Per Cent of Literary Types to
Which Twelfth-Grade Boys Are Indifferent

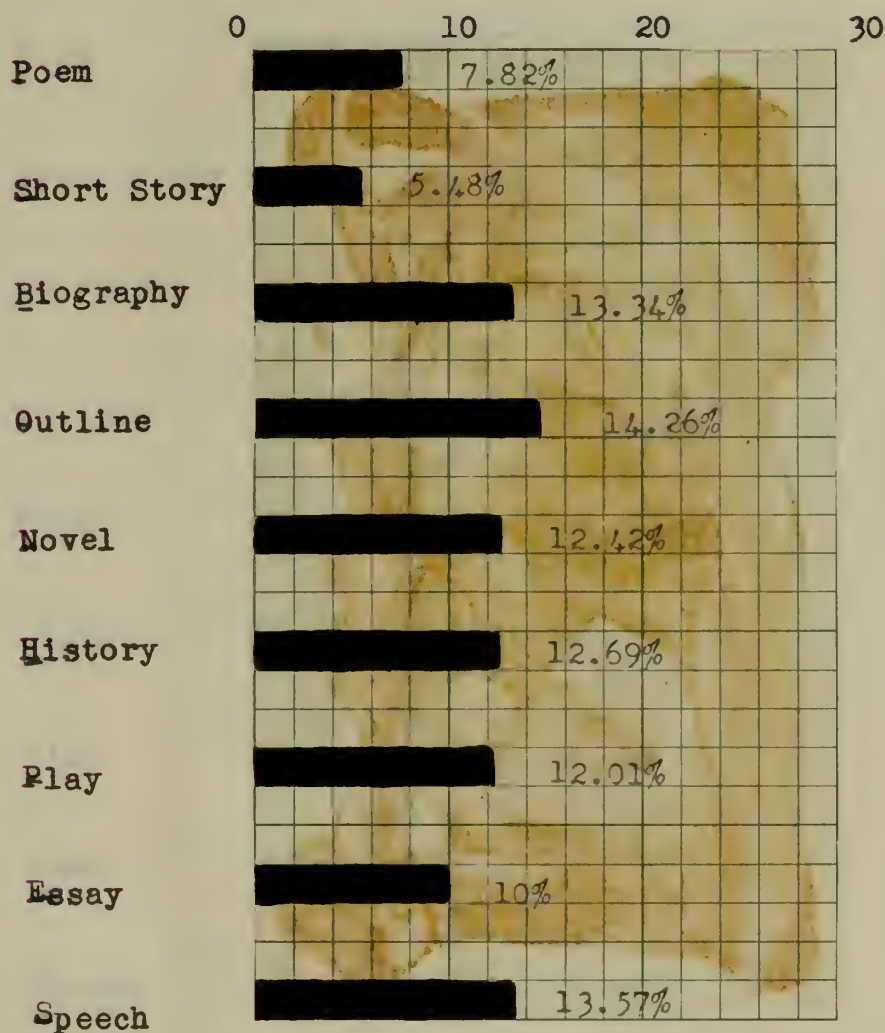


Figure 21 reveals that boys in the twelfth grade are most indifferent to outlines and speeches. Five and forty-eight hundredths per cent of the boys are indifferent to short stories, and only six and six tenths per cent of the boys dislike short stories.

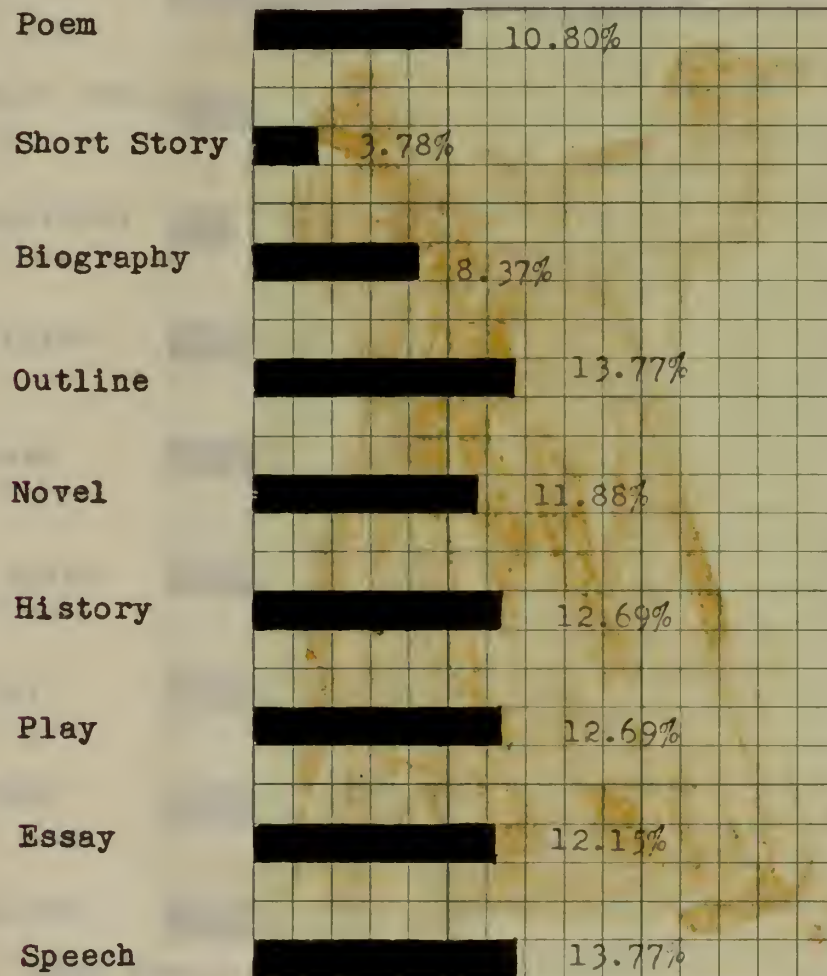
PLATE I

THE SEVEN PRINCIPAL PARTS OF THE HUMAN BODY
 AS THEY ARE REPRESENTED IN THE SEVEN
 FIGURES OF THE SEVEN PRINCIPAL PARTS OF THE HUMAN BODY



THESE SEVEN PRINCIPAL PARTS OF THE HUMAN BODY
 ARE THE SEVEN PRINCIPAL PARTS OF THE HUMAN BODY
 AS THEY ARE REPRESENTED IN THE SEVEN
 FIGURES OF THE SEVEN PRINCIPAL PARTS OF THE HUMAN BODY

Figure 22
Graph of Per Cent of Literary Types to Which
Twelfth-Grade Girls Are Indifferent



Girls in the twelfth grade are indifferent to outlines, histories, speeches, plays, essays and novels almost equally. They are least indifferent to short stories which they generally like.

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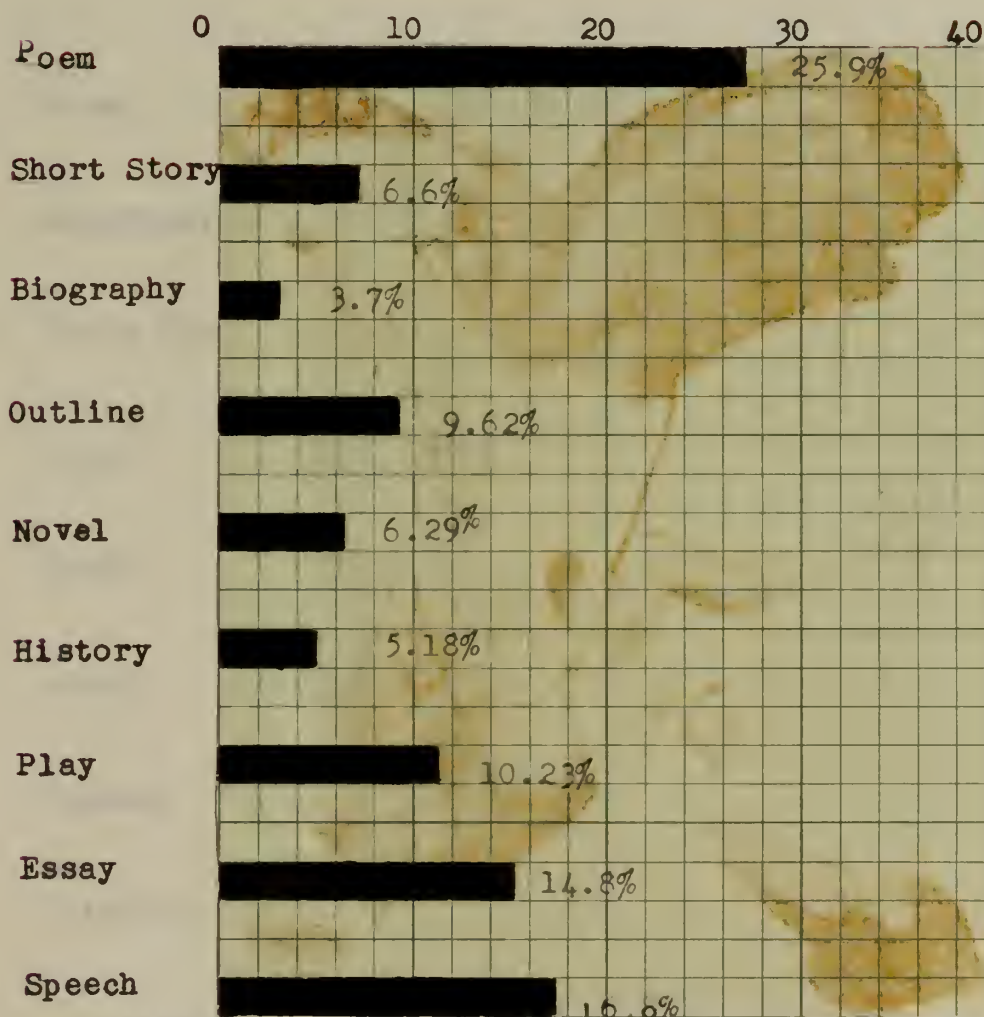


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Figure 23

Graph of Per Cent of Literary Types
Disliked by Twelfth-Grade Boys



Over twenty-five per cent of the boys tested in the twelfth grade dislike poetry. Only three and seven tenths per cent of these boys dislike biographies. A high percentage of the boys dislike speeches.

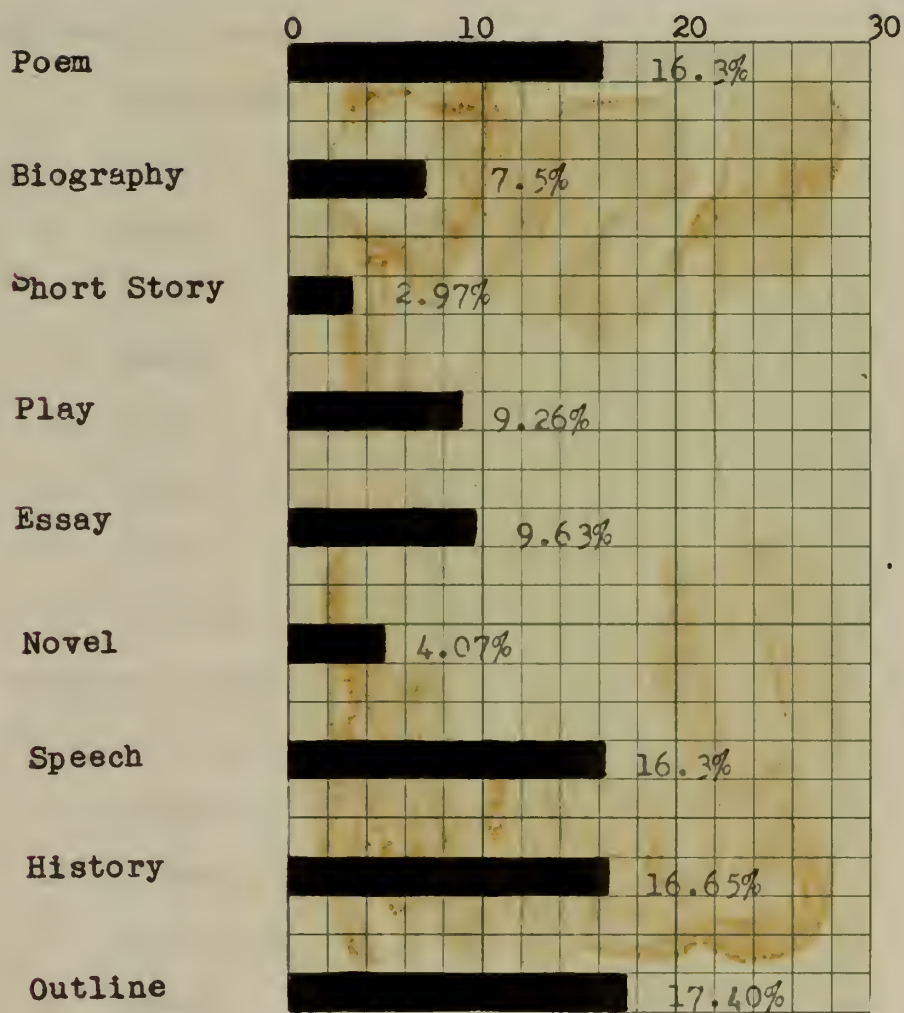
Map of the State of New York

Containing the names of the several counties, and the names of the principal cities, towns, and villages.



This map was drawn by the late John H. Johnson, Esq., of the City of New York, and is published by the same gentleman, at the office of the State of New York, in the City of New York.

Figure 24
 Graph of Per Cent of Literary Types
 Disliked by Twelfth-Grade Girls



Girls in the twelfth grade dislike outlines, histories, poems and speeches in that order. Short stories and novels are the least disliked literary types.

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CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

1. In the light of the finding of this thesis the literary types in order of preference for three hundred high school pupils are as follows:
 1. Biography
 2. Short story
 3. Novel
 4. History
 5. Essay
 6. Play
 7. Speech
 8. Poem
 9. Outline
2. The literary types in order of preference for one hundred and fifty boys are as follows:
 1. Biography
 2. History
 3. Short Story
 4. Essay
 5. Novel
 6. Outline
 7. Speech
 8. Poem and Play

1890

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Reference is made to [Illegible]

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3. The literary types in order of preference for one hundred and fifty girls are as follows:

1. Short Story
2. Novel
3. Biography
4. Play
5. Speech
6. Poem
7. History
8. Essay
9. Outline

4. Biographies, short stories are the popular literary types for both boys and girls.

5. Similarity of motivating situation has absolutely no effect on choice of literary type.

6. In the light of this study, the reading interests of high school children follow four definite patterns.

I Progressive pattern

A Interest in plays rises greatly in the eleventh grade and remains fairly constant through the twelfth.

B Interest in biography and novel increases steadily from the tenth to the twelfth grade.

II Regressive pattern

A Interest in speeches decreases rapidly through

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DATE OF REPORT _____

ABSTRACT _____

INTRODUCTION _____

THEORY _____

EXPERIMENTAL PROCEDURE _____

RESULTS AND DISCUSSION _____

CONCLUSION _____

REFERENCES _____

APPENDICES _____

ACKNOWLEDGMENTS _____

FOOTNOTES _____

the three years of high school.

III Constant pattern

- A Interest in short story remains high and constant throughout the tenth, eleventh and twelfth grade.

IV Fluctuating pattern

- A Interest in poems, outline and essays varies slightly from grade to grade.
- B Interest in history fluctuates greatly from the tenth to the twelfth grade.

THE HISTORY OF THE

REIGN OF

CHARLES THE FIRST

BY

JOHN BURNET

OF THE UNIVERSITY OF OXFORD

IN TWO VOLUMES

LONDON

1704

Recommendations

1. Several types of literature should be studied and read in all classes in order to provide for individual differences.
2. Reading lists for recreative reading must include attractive titles of all types of literature.
3. The personal literary appreciation of the teacher should be secondary to that material which is both suitable and interesting to children.
4. Administrators should be well aware of children's reading interests before buying textbooks.
5. Writers of textbooks should refer their pupil-readers to many types of literature to insure interest and further study in the subject at hand.

APPENDIX

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